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ABSTRACT

A research project conducted from July 1974 through June 1976 to develop more comprehensive State-local planning for curriculum development, work-experience programs, and programs for the disadvantaged and handicapped was designed to coordinate total planning activities from the Kansas State Department of Education to the local classroom level. A regional service unit was established to serve nine counties in economically depressed southeast Kansas and a needs assessment was made to determine educational shortcomings. Manpower needs data were gathered from employers in the nine-county area, as well as data on vocational curriculum interests from students, parents, and school staffs. Study findings revealed that educators at all levels and many area employers were actively involved in the project. As a result of regional cooperative planning local schools increased their proposals for innovative projects, inservice training needs were pinpointed, and the role of career education in all aspects of education was demonstrated. The regional service unit conducted inservice workshops on career and special education and on vocational curriculum development. Study findings are detailed in the report, and materials related to the occupational survey, inservice workshops, evaluation, and proposed plans are appended. (MF)

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FINAL REPORT

Project No. VO 206VZ
Grant No. OE 6-074-166

A Research Project in Developing a System for Comprehensive Vocational Planning for Local Schools in Kansas

Conducted Under
Part C, Vocational Education, PL 90-576

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June 30, 1976

IE 009 413

ABSTRACT

The purpose of this study was to research a more comprehensive state-local planning unit that would consider local needs for curriculum development, work-experience programs, effective programs for the disadvantaged/handicapped, and that would couple its activities with proper guidance, counseling, placement, and follow-up services. This study was conducted July 1, 1974, through June 30, 1976.

Utilizing the systems approach, three separate units were set up within the project. These units were:

1. Regional Service Unit
2. Information Dissemination Unit
3. Research and Planning Unit

Initial objectives, job descriptions, and activities related to the goals of this research were designed by each unit to coordinate total planning activities from the State Department of Education to the classroom level.

A contract was entered into with Erie, Kansas, Unified School District No. 101 to establish a Regional Services Unit to serve nine counties in economically depressed Southeast Kansas. Once this office was established, a needs assessment for the Southeast area was contracted for and all three service units connected with this project began cooperative planning. This cooperative planning would

allow for the systematic proceedures necessary to overcome the educational shortcomings that had been revealed. Job descriptions were written for all three units. These job descriptions provided for a direct flow of information through all levels of education in Southeast Kansas.

Findings revealed that practically all educators in the nine-county area from the State Department level to the classroom level were involved in the project in one way or another. And since all of the manufacturing services were contacted, employers in the area were aware of the educational services as well. In many instances these industrial leaders became actively involved in the project and a stronger community interest in education resulted.

Findings also revealed that as a result of cooperative planning the number of proposals for innovative projects generating from the local level increased and it was discovered that the local schools were more willing to assume financial responsibility for these programs once State and Federal funds were exhausted. Cooperative planning also allowed for graduate student research to be directed towards more nearly meeting the educational needs of the area.

The need for in-service training pinpointed the fact that criteria for quality control must be carefully established for both pre-service and in-service education.

The findings also demonstrated the role career education can play in developing all aspects of education.

As a result of this study, school districts within this nine-county area elected to continue the concept of regionalization. And, at the State level, it was decided to include in the 1977 Plan provisions for personnel development, evaluation procedures, total utilization of State resources, and a systematic plan for state-wide research. Also included in the 1977 Plan were job descriptions for additional State staff to aid in carrying out these additional planning and research activities.

This project was also partially responsible for the enactment of House Bill No. 2381, which enabled schools to cooperate for educational services in Kansas.

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CHAPTER I

INTRODUCTION

Historically, Kansas economy has been structured on agriculture, mines, transportation, and aero-space. In recent years all these industries have experienced either cutbacks or alterations, causing the economic picture of Kansas to change. As a consequence, this change in Kansas economics has caused vocational education needs and patterns to change. Training programs once useful are no longer needed at all, or else they are in drastic need of modification or revision. There is also an urgent need for new training programs that can enhance industrial development and create new industrial opportunity for all Kansas in all areas of the state. If vocational education is to aid in solving these problems and to meet the needs of Kansas citizens, it is obvious that more effective state and local planning must take place.

Among the specific recommendations made in 1974 by the Kansas Vocational Advisory Council was the need for a comprehensive state-local planning and information unit that would take into consideration local needs, and at the same time effectively serve all Kansans. Naturally, developing such a unit would require that federal and state educational agencies become less directive and recognize the

continual change that occurs at the local level. Since all educational change is affected by conditions that exist in a community, it would also require that federal and state agencies make stronger efforts to assist local school systems in designing and implementing their own change strategies. Federal and state agencies should center this assistance on aiding the local system in the establishment of self-directed, innovative, and self-renewing local programs. Implicit in this idea is the close cooperation among and between all the various educational levels--federal, regional, state, district, local, building, and classroom--with emphasis placed on local initiative and educational activities.

If such a total planning and information unit were to come about, certain needs at the local level were evident. First, each school system would have to conduct regular, internal self-assessment. Second, each school system would have to assume a staff-development posture. And third, if there were to be an informational flow, each school system would have to establish interactional linkages with various agencies.

On the other hand, certain needs were evident at the state level as well. The state would have to provide greater leadership and assistance for local systems. State staff and teacher-education institutions, in cooperation with local systems, would have to refine services in curriculum, personnel training, innovative vocational

programs, cooperative work experience programs, assessment methods, evaluation methods, and individualized instructional materials and methods. Taking into consideration all these Kansas vocational educational needs, it seemed that the systems approach to planning would be most desirable.

The systems approach to program planning is directed toward the very elements of vocational education. It includes: programs, services, activities, budgets, facilities, and personnel. It considers the relationship of these elements to each other and to their environment. It focuses on:

1. establishment of desired objectives
2. formulation and development of effective and efficient alternative means of attaining the desired objectives
3. allocation of resources and optimal means required to achieve the desired objectives

The systems approach is applicable at all levels and is designed to:

1. provide the decision-maker with more relevant and specific information
2. provide for the development of a set of goals and objectives to meet the vocational needs of the people
3. assist in the design of possible alternative programs, services, and activites
4. analyze systematically and present for review the established priorities
5. evaluate all inherent costs and degree of effectiveness of each alternative

6. insure a time dimension to ascertain the full impact of expenditures and accomplishments in the form of a multi-year program budget (out-put based)

7. review goals, priorities, and alternatives and conduct a programatic analysis (evaluation) on a continuing scheduled basis to provide essential feedback to the systems planning process.

The systems approach centers around the assembling and using of information with local systems as the action agents. The local base, where instructional programs, services, and activities are centered, is the primary source of planning information. Valid and relevant local information becomes the vehicle for decision-making at all levels. Information related to time, cost, and levels of performance provide the common basis for not only the development of local applications, but for the State Plan for Vocational Education as well.

The objectives of the systems approach should be:

1. to specifically define the major objectives of systems and to prepare an overall systems design

2. to begin the development phase after top management review and approval

3. to develop a system to function on a continuing basis to meet the information requirements of the agency

4. to provide information required by the top management and local administrators in order to assist them in the decision-making process

5. to provide customized information necessary for production of various reports as required from the agency

6. to provide a set of sub-systems and elements that are integrated and related:

a. student related data elements

b. staff related data elements

c. course related data elements

d. facilities related data elements

e. financial related data elements

f. socio-economic related data elements

In order to achieve these systems approach objectives, it would be necessary, therefore, for the state agency to invest the required resources in research to establish an information system that would meet the requirements of the agency's activities for planning, budgeting, operation, and evaluation of the attainment of the program objectives of the agency, as well as an evaluation of past decisions. The information unit would have to include components for guidance counselor activities, curriculum development and implementation, and innovative type vocational programs.

It was discovered that the State of Kansas, Division of Vocational Education, had already established goals and functions and had included them in the 1974 State Vocational Education Plan. The overall goal of the State of Kansas was to promote, plan, develop, implement, and evaluate approved vocational education programs in Kansas. Three broad functions were identified as:

1. state-wide leadership in Vocational Education
2. service to local education agencies

3. regulatory functions in regard to Federal and State laws and policies.

To provide direction in meeting these goals, the State set up the following functions in three areas:

Vocational Leadership:

1. Coordinate and provide direction for the state's vocational program as set out in terms of short-range and long-range plans.

2. Prepare promotional material for vocational programs.

3. Provide a speakers bureau available to explain current and long-range benefits and needs for vocational education in Kansas.

4. Recommend policy to the State Board as it relates to vocational education.

5. Prepare proposals and reports on vocational programs in Kansas.

6. Encourage research and development of special vocational projects in the State of Kansas.

7. Promote vocational youth programs and serve as advisors to youth organizations that are an integral part of vocational programs.

8. Promote vocational personnel development through in-service training programs.

9. Disseminate information to educators, legislators, and the general public on the value and needs of vocational programming in Kansas.

10. Develop and give leadership to the manpower development training needed in Kansas to ensure the expansion and support of the economy and the cultural objectives of the nation, with due regard to a community's own goals.

11. Make cooperative arangements with other agencies for coordinating the effort in vocational education as a component of career education. These would include:

    a. higher educational institutions

    b. business and industry

    c. labor groups

    d. community action organizations

    e. vocational rehabilitation agencies

    f. special education agencies

    g. public and private health organizations

    h. employment services

    i. local governments

    j. other state agencies

Service Functions to the Local Education Agencies:

1. Assist in developing vocational curriculum.

2. Plan shop and lab equipment purchase and use.

3. Determine training needs through manpower studies and occupational analysis and relate this to the guidance activities needed by the local agencies.

4. Assist in preparing budgets.

5. Provide assessment and evaluation methods and materials.

6. Disseminate information on new and innovative vocational programs.

7. Relate research in vocational education to program needs.

8. Coordinate development and use of instructional materials.

9. Assist schools in developing career education in their communities.

10. Assist in the planning and implementation of adult education for local communities.

11. Help local districts set up and use advisory committees for program development, evaluation, and maintenance.

12. Assist in developing a vocational program allowing for the occupational awareness, exploration, and training necessary for preparation and advancement in an occupation of the student's choice.

13. Provide a system for vocational personnel preparation and development through pre-service and in-service programs.

14. Assist in a coordinating capacity with youth organizations connected with vocational programming at the local level.

15. Teach seminars for all beginning teachers during the first year.

16. Assist the school in organization and supervision of cooperative work-experience programs.

17. Provide individual help from an itinerant teacher educator during the first year of teaching.

18. Conduct periodic, technical up-dating seminars on newest developments in vocational teaching fields.

19. Provide supervised occupational experiences in the summer for vocational personnel.

20. Develop learning packages and individualized instructional techniques.

Regulatory:

1. Interpret state and federal laws and rules as they apply to state programs of vocational education.

2. Approve or disapprove vocational programs and claims for reimbursement.

3. Administer provisions of the Vocational Education Acts in accordance with the laws and policies established by the State Board.

4. Prepare annual projections of vocational education programs.

5. Establish cost of programs and benefits that can be expected in relationship to job improvements based on several criteria:

   a. financial record

   b. job responsibilities

   c. employability

   d. advancement

   e. longevity

6. Set up a system for conducting follow-up studies of vocational students.

7. Set up a system for the evaluation of vocational education in Kansas:

   a. serving manpower needs

   b. student placement

   c. employability of students

   d. longevity in employment

8. Establish certification requirements, including:

   a. establishment of basic requirements

   b. establishment of professional improvement schedule for personnel

   c. development of system for issuance and renewal of certificates

As a means of accomplishing these goals and functions, in June, 1974, a proposal based on the systems approach was submitted to the

federal government by the Kansas State Department of Education, Division of Vocational Education. This proposal, entitled "The Research and Development of a Comprehensive Vocational Education Planning and Management System for Kansas," demonstrated the need for more effective state and local educational planning in Kansas. Utilizing the already established goals and functions of the State Plan of Kansas, the proposal called for a planning and information unit, with its primary objective being the actual development of comprehensive state and local planning for vocational education programs serving all Kansans.

This proposal stated as its major objectives:

1. To formulate a Regional Consortium Committee from Southeast Kansas and appoint Regional Planning and Management Coordinators, and to begin a regional assessment of manpower needs, vocational programming, and placement in the following educational areas in Southeast Kansas:

   a. pre-vocational programs

   b. secondary vocational programs

   c. post-secondary vocational programs

   d. adult vocational programs

   e. programs serving Disadvantaged and Handicapped as well as minorities

   f. extent of cooperative type work-experience programs with business and industry

   g. guidance, placement, and follow-up services being offered

2. To establish an Information Unit that would provide a review of existing systems already developed in Kansas, to provide information for management by objectives, and to provide for the establishment of needs for further research.

The purpose of this paper was to acquaint the reader with the outcome of activities, with the basic problems associated with the accomplishment of these objectives, and with information to generate further thought relative to additional research and planning in Kansas.

CHAPTER 2

RELATED LITERATURE

The literature review focused primarily on those studies pertinent to the development of a regional office and regional programs as related directly to vocational-technical programs. Although the major focus was on planning and all areas pertaining to planning, several reports were consulted which offered services and alternatives which this project could consider.

One such report was submitted in 1970 by Carvel and contained data concerning the Orange County Regional Occupational Program Study Report, California. Carvel identified potential problem areas and alternatives which resembled characteristics found in the southeast Kansas region. Those problems were: (1) there was no considered planning or research effort to substantiate the needs of the districts to be served, and (2) most local district administrators did not feel they had been sufficiently consulted or notified prior to the regional planning.[1]

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[1]Fred Carvel, Orange County Regional Occupational Program Study Report. California: Tadlock Associates, Inc., March, 1970.

Although this report could not solve these problems for the southeast Kansas region, it did provide information that proved helpful in making plans to overcome these identified weaknesses.

Another area to be considered in the development of this project but not specifically a part of the planning process, was career education. Career education had distinguished itself throughout the country because of the contribution it has made in the field of vocational education. Because of the concepts so vital to career education and the philosophy behind this project, the related literature indicated that it could not be overlooked in the development of the southeast Kansas project. Those concepts as identified by Marland, Assistant Secretary for Education are: (1) First, that career education will be part of the curriculum for all students, not just some. (2) Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high school and beyond, if he so elects and (3) Third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family even if he leaves before completing high school.[2]

Marland, in an address to youth in 1972, charged vocational educators with the task of "abandoning the traditional concept of job training and

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[2] John P. Marchak, "Career Education: What's Happening Across the Nation?," Social Education, Vol. 37, 6, October, 1973, p. 488.

taking on the responsibility of preparing youths...for maximum adaptability in an economy in which job and skill demands will continue throughout their lives to be in rapid evolution.[3]

Career education became a part of this entire project and was developed in the planning. The major part of the literature survey revealed planning to be the core to this and every project. It was discovered that unless adequate planning precedes all else, and makes provisions for a workable system for accumulating necessary data, a needs assessment which can measure the needs from the state level right on down to the classroom student needs, a personnel development plan to prepare a staff, and a comprehensive evaluation which will measure strengths and weaknesses continually, the project itself cannot succeed.

Planning then became the controlling force from which all areas developed.

Brieve and Johnston succinctly defined planning for the purpose of this project as "...the exercising of foresight in determining the policy, priorities and costs of an educational system, having due regard for economic and political realities, for the system's potential for growth, and for the needs of the country (state or district) and of the pupil served by the system."[4]

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[3]Sidney P. Marland, Jr., "Career Education--Not Job Training," Social Education, Vol. 37, 6, October, 1973, p. 501.

[4]Fred J. Brieve and A. P. Johnston, "Meaning and Problems of Planning," School Management, Vol. 17, 4, April, 1975, p. 36.

Planning in this sense was then taken to include everything from a broad look at what can be done as a country to what, specifically can be done at the operational level of a state education association or the local classroom.

Although this breadth of planning was not directly a part of this project, it was necessary to consider all things when planning for regional services. The planning process became more difficult when it was identified by Brieve and Johnston as a relatively new undertaking. And in being new, planning was bound to encounter resistance at all levels and would require a great deal of work at all levels.

To facilitate the planning and provide a discipline for assembling data, a systems approach was sought, since planning itself must be very carefully designed. Most of the literature reviewed advocated the systems approach for the planning methodology that would best suit the needs of this project.

The systems approach to planning was described by Cleland and King as "The development of the dynamic planning system will involve the use of systems techniques to develop a clear understanding of the future impact of present decisions, to provide means for anticipating areas requiring future decisions, to permit the relative evaluation of

programs and to provide for faster and less disruptive implementation of decisions."[5]

Stowe in "Research and the Systems Approach as Methodologies for Education" urged the coupling of research and systems in order to achieve the maximum results.

Although research and systems have many similarities, Stowe stated that "Educational research...has become overly specialized. Proponents of this position argue that systems methodology might enable the researcher to focus on larger, "system-wide" phenomenon, and hence produce findings of broad significance."[6]

Because of the flexibility with which it was necessary to develop this project, the systems approach seemed more ideal. Stowe said the systems technique is "particularly valuable when not all of the events required to accomplish a goal are identifiable in advance and when breakthroughs may be necessary."[7]

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[5]David I. Cleland and William R. King, "Regional Education Planning: A Systems View," Educational Technology, Vol. 10, 10, October, 1970, p. 23.

[6]Richard Stowe, "Research and the Systems Approach as Methodologies for Education," AV Communication Review, Vol. 21, 2, Summer, 1973, p. 166.

[7]Stowe, p. 172.

The data to be accumulated and placed within the system fell in the areas of needs assessment, personnel development, and evaluation. In order for the project to begin, it was necessary to study the needs of the area, from the point of view of the student and the industrial area itself.

Eisele, in his "Guidelines for Regional Curriculum Planning" advances the concept that a regional office must identify the needs of that region and develop only those programs that will meet the specific needs that exist there.[8]

In reporting on the entire planning procedure in his "Macro-Planning of Education," Windham states that only through a well-designed needs assessment can education justify its existence to educational administrators.[9]

Needs assessment became an important part of the planning as it developed in the southeast Kansas region.

In addition to the needs assessment, and partly because of it, the next area, which was identified in the related literature and later in the project itself, was personnel development.

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[8]James E. Eisele, "Guidance for Regional Curriculum Planning," Educational Leadership, Vol. 26, 4, January, 1969, p. __.

[9]Douglas M. Windham, "The Macro-Planning of Education: Why it Fails, Why it Survives, and the Alternatives," Comparative Education Review, Vol. 19, June, 1975, pp. 197-198.

Regardless of how much planning is done, how many needs are identified, it was unanimous in all related research that there must be a trained staff to successfully carry through with the project. Without this addition to the planning, the project cannot succeed.

And if vocational education is to meet the demands placed upon it now, not at a future date, provisions must be included within the plan for personnel training. "To say that much needs to be done is all too obvious," stated Brieve and Johnston, "for what is involved is retraining of entire staffs--from superintendents to teachers--to become "results" rather than "activities" oriented."[10]

Miller placed total success of any educational project on in-service training of staff members. He sees "Change...now and of the future. The ability of vocational education to provide relevancy while creating alternatives for learners of all ages which reflect...change." He goes on, "keeping pace and providing leadership requires a personnel development system responsive to the needs of individuals."[11]

The following guidelines to be used in developing a personnel in-service training program were developed by Miller:

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[10]Brieve and Johnston, p. 36.

[11]Melvin D. Miller, "A State Model for Vocational Inservice Education," Theory into Practice, Vol. 11, 4, October, 1972, p. 54.

1. A long-range plan of in-service education needs must be established.

2. In-service training is a cooperative effort of the individual, local educational agency, state agency and teacher education.

3. In-service education involved setting individual participant and group goals.

4. Each participant in an in-service program produced a product as a part of the implementation phase of in-service.

5. In-service instruction is designed to provide instruction over an extended period and includes an implementation phase. (Personalized assistance at the individual's place of work.)

6. An evaluation plan is provided as an integral part of in-service education.[12]

Just as the final guideline for personnel development was evaluation, evaluation was also the final area identified in the related literature as necessary in the planning process.

All reports studied urged that evaluation must be included within the plans and developed in such a way that everything, including the evaluation itself, can be evaluated.

Windham, in his report on the need for total planning, considers constant and complete evaluation critical to the success of any plan. He states that once goals are established at any level there must be a

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[12]Miller, p. 56.

"continuing examination of educational incentive systems to determine which are counter-productive to efforts to achieve the specified educational goals."[13]

The Brieve/Johnston study placed even greater emphasis on evaluation. They stressed the need to evaluate the process as well as the performance:

> It is obvious that we need to look at what happens to students in a given experience in order to judge the real worth of a program. But we often fail to look at how well the program was administered. What did the teachers do to insure its success? The principal? The central office supervisor? This is simply another way of saying that the whole school system must be held accountable for what went on in the program.
>
> ...No program is perfect. Sometimes the goals have to be changed, sometimes the analysis of alternatives is faulty and must be reworked--any one or combination of all of the processes may have to be redone based on the information from the evaluation (including the evaluation itself). Any part of the system is always open to change. No matter how much we may like a particular program, it will have to undergo close scrutiny based on the evaluation and is subject to revision or even elimination at any time.[14]

Another study which supported the need for evaluation procedures was Miller's "A State Model for Vocational Inservice Education." Miller

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[13]Windham, p. 199.

[14]Brieve and Johnston, p. 35.

said "Evaluation must occur throughout the program to allow for process and ongoing product measurement."[15]

Matthews makes a strong case for evaluation when he says, "...if education is to improve its image with the public and the legislature, it must be willing to act to remove incompetence from the system. To continue to ignore incompetence is an alternative that can no longer be considered." In presenting his arguments for an evaluation system he further urged that the same evaluation system which identifies incompetence must be designed to recognize outstanding performance as well.[16]

Throughout all the literature reviewed with regards for this southeast Kansas project, the same organizational pattern emerged. First that planning must be the core for all actions that are taken, next that the systems approach be combined with research to produce realistic data, third that a needs assessment be taken, fourth, that personnel development be included within the plans, and finally that a comprehensive evaluation be developed to measure the degree of effectiveness of all other parts.

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[15]Miller, p. 55.

[16]Marvin R. Matthews, "Educational Accountability: To Whom--For What?," Thrust for Education Leadership, Vol. 2, 1, October, 1972, p. 9.

CHAPTER III

METHODS

The methods used to accomplish this proposal derived from the need for more effective state and local planning for vocational education in Kansas. It was determined that a more comprehensive state-local planning unit should be developed which would consider local needs for curriculum development, work-experience programs, effective programs for the disadvantaged, handicapped, and minorities--and which would couple its activities with proper guidance, counseling, placement, and student follow-up services.

Specifically, to help meet the vocational needs of people in the Southeast Kansas area, the first main objective under this grant was threefold:

1. To formulate a Regional Consortium Committee from the Southeast Kansas area and to appoint Regional Planning and Management Coordinators.

2. To begin a regional assessment of manpower needs of Southeast Kansas and to correlate these to statewide needs.

3. To begin a regional assessment of vocational programming and placement in the following areas:

   a. pre-vocational programs

   b. secondary vocational programs

c. post-secondary vocational programs

d. adult vocational programs

e. programs serving disadvantaged and handicapped, as well as minorities

f. extent of cooperative type work-experience programs with business and industry

g. guidance, placement, and follow-up services being offered

The Southeast area of Kansas was chosen for this experiment because of its low socio-economic structure. The main industries in Southeast Kansas (agriculture, mines, and transportation) have all suffered severe cutbacks in recent years; and the decline in mining has caused the nine Southeast counties of Kansas to be identified by the Ozark Regional Commission as a depressed area. These counties are: Allen, Bourbon, Cherokee, Crawford, Labette, Montgomery, Neosho, Wilson, and Woodson. In conjunction with this economic problem in Southeast Kansas, total state economy measures had prevented adequate staffing for the local vocational programs. Therefore, it was deemed imperative to find ways to amplify the expertise and services of the existing vocational education staff if this area of Kansas were to be adequately served.

Using the systems approach, it was necessary to take into account programs, services, activities, budget, and personnel, and to focus on:

1. establishment of desired objectives

2. formulation and development of effective and efficient alternative means of attaining the desired objectives

3. allocation of resources and optimal means required to achieve the desired objectives.

Regional Service Unit

The Kansas State Department of Education, Division of Vocational Education, in order to provide the decision-makers with more relevant and specific information, and to assist in the design of possible alternative programs, services and activities, entered into an agreement with Erie, Kansas, Unified School District #101, to set up a Regional Service Coordinating Unit at Erie for services relating to the objectives of this project. The State of Kansas, Division of Vocational Education, contributed financial, research, and personnel assistance to this Regional Office, which was to serve nine counties in Southeast Kansas (Allen, Bourbon, Cherokee, Crawford, Labette, Montgomery, Neosho, Wilson, and Woodson).

In order to coordinate this Regional Unit with state and local units in the manner called for by the systems approach, the following Management and Administration Policy was established in this agreement:

1. The management of the activities of the Regional Office would be done through the Assistant Commissioner for Vocational Education with the aid of a five (5) member task force consisting of representatives from the Division of Development, the State Advisory Council for Vocational

Education, the Exemplary and Special Needs Section, and one other select Department of Education person.

2. Office space would be provided in the State Department of Education for all staff members of this project except those designated as Regional Personnel; and the Regional Personnel would be provided office space in the Erie Unified School District #101.

3. All staff members of this project would be available to work with the Division of Vocational Education and the Department of Education staff personnel, and would participate in staff meetings as well as provide regular progress and other reports to the vocational education staff.

Thus, through a service contract with Erie USD #101, a Regional Office was set up, a director, Mr. George Varley, was hired, and the Regional Coordinating Unit was put into operation on July 1, 1974. In order to provide the decision makers with more relevant and concrete information for the design of possible alternative programs, services, and activities, the first step taken was a region-wide study of the present status of programs in the area served by the Regional Office and a study of what services were most needed. This study, conducted by the Regional Office and Dr. Paul Parker of Kansas State College of Pittsburg, which is on file at the state department of vocational education, determined that the fifteen most needed services in Southeast Kansas were:

1. School administrators and local Boards of Education should consider developing clear statements of educational commitment.

2. Priorities in curriculum structure should be established in each school.

3. School administrators should consider designating an administrative position in career preparation.

4. Schools should conduct in-service institutes, seminars, and classes for personnel.

5. Schools should provide adequate resources for developing materials.

6. Schools should employ advisory committees.

7. Schools should work with area resource personnel in the development of priorities concerning the implementation of supplemental programs for the Disadvantaged/Handicapped student.

8. Schools should work with teacher-preparing institutions and pre-service preparation programs.

9. Schools should consider the organization of effective area cooperatives and/or consortiums.

10. Schools should assist their faculties in building career-related instruction content into their teaching plans.

11. Schools should provide in-service activities for counselors in the areas of student placement and follow-up.

12. Schools should conduct special administrative training programs.

13. Schools should develop new programs that are articulated with the total educational program.

14. Schools should solicit technical assistance from regional office personnel in planning for program improvement.

15. A comprehensive needs assessment related to the manpower needs of the local districts should be conducted.

These fifteen recommendations proved to have a strong correlation with the eleven needs that have been included in the orginal proposal of this grant:

1. as sistance in developing vocational programs

2. assistance in developing vocational curriculum

3. determination of needs through manpower studies and relation of these needs to guidance activities

4. dissemination of general information and information on innovative vocational programs

5. assistance to schools in organizing cooperative work-experience programs

6. provision of assessment and evaluation methods and materials

7. development of learning packages and individualized instruction materials

8. research related to Vocational Education programs

9. assistance in developing and implementing Adult Education

10. assistance in shop planning

11. assistance in preparing budgets for vocational programs

These two lists of needs were combined and used to develop a manageable set of seven realistic goals and objectives to meet the vocational needs of the people in Southeast Kansas:

1. determination of vocational needs through research and manpower studies and the relation of these needs to guidance

2. dissemination of general information and information on innovative vocational programs

3. assistance in developing vocational curriculum and in developing learning packages and individualized instructional materials

4. assistance in developing vocational programs

5. assistance to schools in organizing cooperative work-experience programs

6. assistance in developing and implementing adult education, facility planning, and preparing budgets for vocational education

7. provisions for assessment and evaluation methods.

Based upon these seven needs, the plan of action was begun, additional personnel hired, and public relations work necessary to form a local steering committee commenced.

Unfortunately, the Regional Director, Mr. Varley, was stricken by an extended illness in the winter of 1974 which resulted in his death in May, 1975. A new director, Mrs. Janet Perron, was appointed and assumed office on July 1, 1975; some personnel changes occurred at this time. Elmer Reid, Coordinator of Disadvantaged and Handicapped Programs, resigned, and Sally DeMoss, one of two temporary Career Education Coordinators, was signed to a one-year contract on a separate federal project. She was one of five Career Education Coordinators assigned to work in five different areas of the state to help implement career education concepts at the local level. The work on the project was continued by the new staff with a minimum of delay. The original project was to run to January 1, 1976; however, recognizing the immense scope and importance of the project and taking into consideration the change of staff and the time limit involved, application for a six-month extension was submitted to the federal government and was granted. This extension allowed the project to run through June 30, 1976.

In addition to a Regional Director and a Career Education Coordinator, an Evaluator and Coordinator for Special Needs Programs, Mr. David DeMoss, was employed to work out of the Erie office in order to assure a time dimension, to review goals, priorities, and alternatives, and to evaluate all inherent costs and degree of effectiveness of each alternative. Also, because funding was limited under this federal grant, the state directed that the services of resource persons within the Southeast region were to be utilized in support of this project. Already functioning within this region were a teacher-educator, Paula Briley, and a vocational counselor, Larry Stillwell, both of Columbus Area Vocational Technical School. With the assistance of the State Department of Education, Office of Exemplary and Special Needs, cooperation with these two resource persons was instituted and their services were utilized as needed throughout the project.

Taking into consideration the needs and established priorities of the region, the resources and personnel available, and the cost and time factors involved, the new director established the following job descriptions for the regional staff:

Regional Director

1. Conduct an extensive Manpower Needs Assessment in Southeast Kansas. This would be a follow-up to the Status Report developed by Dr. Paul Parker and the Regional Office, and should provide information for local

school administrators to use in the development of vocational programs, as well as some training on how to use the information.

2. Organize a Regional Advisory Committee which could be used to involve industry in the planning of vocational programs in Southeast Kansas and form a line of communications between local educational personnel and industrial personnel.

3. Determine training needs through manpower studies and occupational analysis and relate this to the guidance activities needed by the local agencies.

4. Allocate those resources available to the Regional Office to assist in the achievement of desired vocational objectives within the region.

5. Facilitate the cooperative efforts of regional school administrators in the development of a student follow-up plan.

6. Assist the local schools in the organization and supervision of cooperative work-study programs.

7. Encourage research and development of special vocational projects in the nine-county area and relate them to program needs

   a. The regional staff will keep themselves informed on current research being conducted in the State.

   b. Data and personnel from these research projects will be incorporated in workshops and inservice programs whenever possible.

   c. The regional staff will work with local school administrators on a continuous basis to determine where their areas of need are.

8. Assist in developing vocational curriculum, plan for the purchase of shop and lab equipment, and assist in preparing budgets.

9. Provide supervised occupational experiences in the summer for vocational personnel.

10. Provide a system for vocational personnel preparation and development through pre-service and in-service programs.

    a. Act as liaison between college instructors and industrial personnel to update programs on the college campus.

    b. Facilitate any cooperative arrangement between educators and industry that can be mutually agreed upon.

    c. Upon request from local school districts, the regional staff will develop a proposal for in-service training.

11. Provide a speakers bureau available to explain current and long-range benefits and needs for vocational education.

12. Prepare promotional material for vocational programs.

13. Disseminate information to educators, legislators, and the general public on the value of vocational programming in Kansas.

14. Coordinate and provide direction for the state's vocational program as set out in terms of short and long-range plans.

15. Recommend policy to the State Board as it relates to vocational education.

16. Promote vocational youth programs and serve as an advisor to youth organizations at the local level that are an integral part of vocational education programs.

17. Administer and be accountable for the financial provisions, terms, and conditions specified in the federal grant of this project.

18. Provide any other services that meet the needs identified by the local school districts and their administrators.

Regional Evaluator & Coordinator for Special Needs Programs:

1. Assist local school administrators and special education administrators in developing vocational curriculum for disadvantaged and handicapped students.

2. Assist local school districts to set up and use advisory committees for program development, evaluation, and maintenance.

3. Assist the Regional Director in developing a needs assessment for total vocational programming in the region.

4. Prepare proposals and reports on vocational programs in the Southeast Kansas region.

5. Develop ten (10) supplemental types of services for disadvantaged and/or handicapped vocational programs in the nine-county area.

6. Hold at least one in-service training session for all schools in the region dealing with the use of K-VIEW materials.

7. Spend one day each quarter (or when directed by the State Program Administrator) at the State Office for the purpose of up-dating programs concerning disadvantaged/handicapped students or K-VIEW.

8. Provide assessment and evaluation methods and materials.

9. Hold at least one (1) in-service training program for vocational teachers to identify disadvantaged/handicapped students.

10. Provide assessment and evaluation materials and make at least one (1) monitoring visit each month to each project for disadvantaged and/or handicapped students in the region, and make a monthly written report of such to the Regional Director for transmittal to the State Program Administrator.

11. Assist the Regional Director in providing a speakers bureau available to explain current and long-range benefits and needs for vocational education in Kansas.

12. Promote vocational youth programs and serve as an advisor to youth organizations at the local level that are an integral part of vocational programs.

Career Education Coordinator:

1. Make cooperative arrangements with other agencies coordinating the effort in vocational education as a component of

career education, which would include:

a. higher educational institutions

b. businss and industry

c. labor groups

d. community action organizations

e. vocational rehabilitation agencies

f. special education agencies

g. public and private health organizations

h. employment services

i. local governments

j. other state agencies

2. Assist local school districts in developing a career program allowing for the occupational awareness, exploration, and training necessary for the students' preparation and advancement in occupations of their choice.

3. Conduct an inventory of career education activities and community resources in the region.

4. Identify and compile information on successful career education practitioners in the area and assist to develop local career education facilitators.

5. Assist the Regional Director in providing a speakers bureau available to explain current and long-range benefits and needs for career and vocational education in Kansas.

6. Disseminate information and promotional materials for innovative career programs on the value and needs of career education in Kansas.

7. Assist in developing career education curriculum.

Paula Briley, the teacher-educator, who was already

functioning within the Southeast area of Kansas as a researcher in personnel development methods under the auspices of the Director of Exemplary and Special Needs, Division of Vocational Education, was assigned the following activities to coordinate with the services offered by the regional staff:

1. Assist in developing individualized materials for skills labs, purchasing and use of equipment, and preparation of budgets.

2. Coordinate development and use of instructional materials.

3. Assist in the planning and implementation of adult education for local communities.

4. Provide a system for vocational personnel preparation and development through pre-service and in-service programs.

Another resource person, Larry Stillwell, was already functioning at the Columbus AVTS as a counseling services personnel developer. His duties had been previously established in the Kansas State Plan for Counseling Services, and he cooperated with the Regional Office at Erie to perform the following services:

1. Provide leadership and responsibility for identifying individuals' career development needs, including the areas of self, work, leisure, and resources.

2. Design, manage, and evaluate an objective-based career guidance program which responds to assessed individual needs.

3. Identify and utilize individuals and groups from the local school and community who can serve as support groups for the on-going program.

4. Establish and maintain an effective working relationship with the total staff in each local district served.

5. Provide leadership in emphasizing the importance of career development to staff, students, parents, and community.

Information Dissemination Unit

In order to fulfill the second major objective of this proposal--specifically, that of reviewing existing information systems and concluding their potential in relationship to this project--the Kansas State Department of Education, Division of Vocational Education, enlisted the cooperation of Kansas State University at Manhattan, Kansas.

The first existing system reviewed was the Kansas Manpower Utilization System for Training (K-MUST). The K-MUST system had been developed in 1972 to provide both an information base and tools for management. K-MUST could be used by vocational education planners and administrators to optimize the societal and student benefits received from the expenditure of vocational monies. The major functions of the system were related to student accounting, manpower demand forecasting, program evaluation, computer-programmed reimbursement, and other technical services as required.

The review indicated that fifteen system modules either had been developed or were in a time parameter to be developed by K-MUST and were to be utilized by vocational planners and administrators as independent data sources. These modules were:

1. Vocational Student Accounting Module
2. Manpower Demand Module
3. Placement Module
4. Handicapped and Disadvantaged Module
5. Interfacing Module
6. Evaluation Module
7. Budgeting Module
8. Information Dissemination Module (cycled annually)
9. Non-public School Supply Module
10. Upgrading Training Needs Module
11. Potential Student Module
12. Student Interest Module (cycled biennially)
13. Cost/Benefit Module
14. Facility Usage Module
15. Interstate Coordination Module (cycled triennially)

As the review of the K-MUST system developed, it became evident that many of its services were a duplication of Job Bank services. Job Bank is a computerized system already available to the schools through the Kansas State Employment Service.

Initially, activities for K-MUST had been conducted by faculty and graduate students at Kansas State University. However, after reviewing the services the system provided, the duplicated areas were curtailed and all other K-MUST activities were transferred to

the Kansas State Department of Education, Division of Vocational Education.

A second information system already in progress was the Kansas Vocational Information for Education and Work (K-VIEW). The K-VIEW system had gone through a pilot phase beginning in 1970. Its goal was to provide Kansas secondary students with information concerning careers, training programs, and training institutions within the State of Kansas. However, upon review of the system, this goal was enlarged and extended to include the following specific objectives:

1. to develop and disseminate materials on vocational opportunities in Kansas for vocational teachers and counselors and for every secondary student in Kansas
2. to perfect a system to increase the use of K-VIEW in subscribing agencies and schools
3. to continually update school and training program descriptions in order to assure users that K-VIEW contains accurate, current information
4. to establish regionalization of the K-VIEW occupational briefs
5. to evaluate the K-VIEW services.

Taking into consideration the needs and established priorities, the resources and personnel available, and the cost and time factors, the Director of K-VIEW established the following job descriptions for the K-VIEW staff.

Project Director:

1. Assume responsibility for the entire K-VIEW project operation.

2. Communicate with the Field Representatives of K-VIEW.

3. Communicate with the State Department of Education personnel.

4. Provide in-service work with new agencies involved with K-VIEW.

5. Make presentations on K-VIEW to local educational agencies and community groups.

6. Set up a workshop for field representatives of K-VIEW to attend concerning change in the schools.

7. Develop accountability reports and prepare budget addendums.

8. Determine K-VIEW fees assessed to local education agencies, private career and trade school programs, non-vocational programs, and other persons receiving K-VIEW materials.

9. Attend state meetings and report to state personnel on features and in-puts.

10. Determine staff assignments:

    a. Oversee material development and organization for production.

    b. Arrange for a commercial producer to do microfiche production.

    c. Oversee dissemination of deck materials and updates to local educational agencies.

    d. Determine types of research and development for both current handicapped and disadvantaged materials and new vocational occupations to be included in the deck.

e. Oversee and assist in developing new program implementation.

f. Schedule daily program operations.

11. Speak to interested groups:

a. local education agencies across Kansas

b. Employment Security personnel

c. professional organizations (KPGA, KVA, KLA)

d. parent-teacher associations

e. (Lead the development of) Workshops on the D.O.T., K-VIEW, and the interest inventories.

12. Begin implementation of K-VIEW as an integral part of career education in Kansas relating to occupational information.

13. Develop a plan for schools to use community volunteers who will assist in implementation of K-VIEW in schools where personnel shortages limit the use of K-VIEW by students.

14. Oversee publicity for K-VIEW.

15. Arrange for a third-party evaluation of K-VIEW.

16. Oversee development of slide-tape presentations of AVTS training programs.

17. Interact with other state and national programs related to K-VIEW for on-going operational purposes.

18. Initiate a vocational career incoming WATTS line to handle career questions relating to traditional vocational education.

Field Representative:

1. Provide dissemination of K-VIEW materials in his region.

2. Provide in-service and workshops for K-VIEW users in the region.

3. Gather and develop regional data on labor market demand.

4. Regionalize twenty (20) existing K-VIEW occupations to the Southeast area.

5. Work with the AVTS, community colleges, and four-year colleges and universities in updating school and training program information for the Southeast area.

6. Conduct evaluations of K-VIEW usage in the region.

7. Distribute promotional materials for K-VIEW.

8. Assist in developing exemplary booklets, such as a User's Guide for Teachers and a Pre-vocational Skills Handbook.

9. Assist in the development of workshops using the D. O. T., Self-Directed Search, and K-VIEW.

10. Act as liaison person for K-VIEW to the following identified State Department Divisions:

    a. Vocational Education Division

    b. Guidance Division

    c. Curriculum Division

    d. Research and Development Division

11. Distribute information as needed for the K-MUST Project to local AVTS and other educational agencies.

12. Make monthly reports to the K-VIEW Director on in-service work and feedback from the K-VIEW users.

Research and Planning Unit

To assure that vocational research and planning at the state and local level would be a team effort and to assure that such planning would evolve from needs assessments, informational flow,

and full utilization of resources, these two units--both the Regional Services Unit and the Informational Unit--were made directly responsible to the Kansas State Department of Education, Division of Vocational Education. In turn, the State Department of Education, Division of Vocational Education, would be responsible for the following objectives:

1. to utilize relevant manpower needs data for vocational planning
2. to develop the State Plan for Vocational Education
3. to perfect the student accounting system to retrieve data on vocational program enrollments, completions, and placement.
4. to develop and put into operation the prescribed reimbursement formula for distribution of vocational funds
5. to coordinate vocational research activities in the state.

This cooperation and correlation of activities from the local to the state level would provide for a planned, sequential flow of informational data, development of services, and relevant research in Kansas vocational education.

CHAPTER IV

FINDINGS

In order to facilitate the organization and readability of the outcome and results of all the activities connected with the total project, the headings included in this chapter will follow the pattern of the seven needs outlined in Chapter 3 and any information concerning each unit--regional service, research, and information dissemination--will be included under those headings.

1. Determination of vocational needs through research and manpower studies and the relation of these needs to guidance.

Even before the proposal for this project was approved, research to determine vocational needs began at the state level when a group of vocational educators responsible for directing and conducting research efforts in the State of Kansas met in December of 1973 to discuss ways of coordinating research efforts. This group consisted of seventy-one people selected from all vocational service areas on recommendations of State Vocational Service Supervisors. Included were seven vocational service supervisors, twenty-five vocational administrators, twenty-four teachers, twelve

teacher educators, and three vocational counselors. Research topics needing study in Kansas vocational and technical education were identified by using the Delphi technique. Panels of experts for each area were selected. Each panel was represented by a committee to select and rate research topics for their area. The committees consisted of:

Distributive Education	8 members
Office Education	7 members
Vocational Agriculture	11 members
Vocational Guidance	9 members
Home Economics	11 members
Industrial Education	11 members
Health Education	12 members

Each panel generated research topics for their area for the total vocational division. The lists of topics were compiled and returned to each panel member for rating. Average ratings for each topic were used to rank the research topics and produce the priority lists. There was a 100 percent return of the lists from each committee and from these lists research priorities were established and presented to the state staff. Those priorities were:

1. to determine the value of in-service workshops
2. to study Kansas Legislature support of vocational education
3. to analyze the manpower need in new and emerging occupations
4. to determine the effect of "exploratory programs" in helping students identify occupational objectives

5. to evaluate state vocational education services provided by the Kansas State Department of Education, Division of Vocational Education

6. to survey communities to determine what the vocational services should be

7. to study length of training program versus actual time required to prepare a worker and student assessment of the relationship between instruction and job requirements

8. to evaluate alternate methods of financing vocational education

The first step taken was to set up guidelines in each area of vocational education. One of the most pressing problems determined was the need for a career guidance, counseling, and placement program. Work was begun with a guidance Delphi committee and the outcome was the development of a manual entitled Kansas Action Model: A Process for Career Guidance, Counseling, and Placement Program. This manual included the essential elements in a career guidance, counseling, and placement program; a section on needs identification; a section on placement development; and a section on implementation and follow-through. This plan is presently being implemented throughout the State of Kansas.

The counselor attached to the Regional Office worked with all of the vocational counselors attached to schools in the Southeast region.

Other areas where curriculum guidelines were established following the same Delphi procedure were the areas of Office

Occupations, Agriculture, Technical and Industrial. In each of these areas, guidelines were established and manuals were developed that would guide educators in planning curriculum.

A curriculum center was established at Kansas State College of Pittsburg which is more fully described under the section entitled, "Assistance in Developing Vocational Curriculum."

In order to fully utilize all of the resources within the state and to acquaint graduate advisors and graduate students with research needs and to encourage research in problem areas already identified, the State Director and staff, Division of Vocational Education, planned a series of one-day presentations for all graduate students and their advisors in the state of Kansas including those students working under EPDA grants.

The first of these meetings was held on November 7, 1974, when all graduate students and their advisors throughout the state were invited to Topeka to acquaint them with the operations and functions of the Division of Vocational Education. The program included presentations on the following topics:

1. "The Mission of the Vocational Division in Kansas"
2. "A Thumbnail Sketch of our Present Programs and Challenges for the Future in Kansas" (This session involved a presentation for each of the various service areas.)
3. "The Identification of Research Needs for Vocational Education in Kansas"

4. "How to Organize and Develop a Vocational Research Proposal"

5. "Questions and Answers on How to Apply for Research Projects Through the Vocational Division"

The table on the next page indicates the areas where student research was completed and degrees awarded as a result of this planning; there is no record available of the areas presently under study.

TABLE I

RESEARCH THESES AND DISSERTATIONS IN STATE OF KANSAS

	Supplemental Programs	Student Placement and Follow-Up	Aides, Assistants, and Paraprofessionals	Career Education	Personnel Development	Individualized Instruction and Related Skills
Distributive Education		1				2
Office Education	1	1				1
Vocational Agriculture	7	2	1		3	1
Vocational Guidance		3				
Home Economics		1			3	
Industrial Education		4			1	1
Health Education		1				
General		7		10	4	11
TOTALS	8	20	1	10	11	16

The chart demonstrates that there was a total of sixty-six graduate studies completed during this interim. Eight of these dealt with supplemental programs; twenty dealt with student placement and follow-up; one dealt with aides, assistants, and paraprofessionals; ten dealt with career education; eleven dealt with personnel development; and sixteen dealt with individualized instruction and related skills.

All vocational areas demonstrated interest in researching student placement and follow-up. Most areas demonstrated research interest in individualized instruction and related skills and in personnel development. However, in the areas of supplemental programs and the use of aides, assistants, and paraprofessionals, graduate research still needs to be conducted.

In addition to the state plan for graduate research and in keeping with the desire to utilize all available resources, many innovative projects related to needs in these same vocational areas were conducted throughout the State. The chart below demonstrates the number of these innovative projects conducted and funded through the State Department of Vocational Education.

TABLE II

ON-GOING INNOVATIVE PROJECTS IN KANSAS

	Supplemental Programs	Student Placement and Follow-Up	Aides, Assistants, and Paraprofessionals	Career Education	Personnel Development	Individualized Instruction and Related Skills
Distributive Education	1					5
Office Education	1		1		2	5
Vocational Agriculture	8	2			5	7
Vocational Guidance		22			2	
Home Economics				1	4	1
Industrial Education	5	1	3	2	1	7
Health Education	2				1	2
General	12		2	10	8	36
TOTALS	29	25	6	13	23	63

This chart demonstrates that a total of one hundred fifty-nine innovative projects were completed. Of these, twenty-nine dealt with supplemental programs; twenty-five dealt with student placement and follow-up; six dealt with aides, assistants, and paraprofessionals; thirteen dealt with career education; twenty-three dealt with personnel development; and sixty-three dealt with individualized instruction and related skills. The chart also demonstrates that innovative programs in individualized instruction have been developed in all areas.

More importantly, this chart demonstrates research areas where innovative projects are needed. For example, nearly all areas are dependent upon general vocational guidance programs for development of student placement and follow-up within their vocational area.

Only in the areas of industrial and office education has the benefits of aides, assistants, and paraprofessionals been researched. All other vocational areas have relied on general programs for this information. An innovative program for personnel development in distributive education has not been attempted in the state of Kansas.

The individual projects listed in these two charts which were conducted in the Southeast Region are more fully explained in other sections of this chapter.

As the result of needs expressed by local school administrators to the new Regional Director, a survey was conducted by Dr. Gary Ward, Kansas State College of Pittsburg, under the direction of the regional office, and funded under Part C research funds, Kansas State Department of Vocational Education.

This study sought to identify and classify by type and number the vocational level jobs in the nine counties of Southeast Kansas. Concomitant to that aim was to determine some of the vocational career desires of the secondary students, their parents, teachers, and administrators. The purpose of the study was to provide decision-making information to the school administrators. To accomplish this, on June 29, 1976, the results of this survey were presented to fifteen regional school administrators in a workshop conducted jointly by the Regional Office and KSCP, at Labette County Community Junior College in Parsons.

The procedure for the occupational survey is outlined fully in the appendix.

Responses from this occupational survey included 25.5 percent from small businesses and 99 percent return from large businesses. The results were that 5,258 employer units of manufacturing services and government were identified. These were condensed to 338 types as identified by the Standard Industrial Code and resulted in 170 different job listings as coded by the Dictionary of Occupational Titles (DOT).

In addition, a student-parent-teacher-administrator survey was administered to determine the desire for specific courses. This instrument simply requested the desire for typical types of vocational courses in each division of vocational education and was administered through the Regional Office to a random sample of eleventh grade students and their parents and a random selection of teachers and administrators. The response rate was 100 percent.

From these surveys it was discovered that there are a large number of occupations within the Southeast Region for which no training programs exist. This is particularly true in the foreman and assembly line job levels. Some industrial areas are so diverse that training programs in specific areas are not feasible. However, the wide variety of job levels indicates the strong need for programs that are aimed at the disadvantaged handicapped student. A detailed and complete report of this needs survey is on file with the Kansas State Department of Vocational Education.

Another research project conducted in the Southeast Kansas Region through the cooperative efforts of the Regional Office and George Graham of Kansas State College of Pittsburg,[1] was funded through Part C research funds. This survey was designed to pinpoint the type of education needed and to follow through with a request for educational assistance required to fulfill that need. It included:

1. formal course work
2. inplant training
3. extension classes
4. consulting or expertise from the faculty of Kansas State college

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[1]Appendix D, Final Report of Pilot Project to Determine Educational Needs of Industries in Southeast Kansas

5. consulting or expertise from industry

The goal of the project was to accumulate data from industries in Southeast Kansas on the need for educational assistance or expertise and it included:

1. the total number of industries contacted
2. the total number of industries which desired expertise
3. the total number of industries which desired some form of educational training (inplant, extension, or formal course work)

The following format was used:

1. letter of introduction sent to each company
2. a telephone call followed the letter by a few working days to ask for an appointment
3. a visit was made with each interested company to talk about educational needs of the company
4. a determination of the company needs was made at the interview
5. possible solutions to the educational needs were resolved
6. follow-through procedures were invoked
7. a write-up was provided to show the needs of each company, the action taken, and the follow-up procedure

The major outcome of this research was the awareness that area industrial management desired the educational system to make special provisions for upgrading their employees' basic, social, and economic skills.

Research previously conducted had indicated that there was a strong need for basic skills instruction at all levels and in all areas for vocational students within the entire state of Kansas. Learning Skills Centers had already been established within all area vocational-technical schools to accommodate this need.

However, a means of establishing criteria for those who would teach in such skill centers needed to be established, and a means of acquainting vocational educators of how to utilize these centers needed to be designed. Because state funds were limited for such extensive research, a federal proposal was written and approved for research planning and implementation of itinerant services to vocational educators. As one of its objectives, this proposal included research necessary for meeting the needs associated with Learning Skills Centers in Kansas. One geographical area included within this research project was the Southeast Kansas region. This research will not be completed until January, 1977, at which time a final submissions report will be written.

One federal proposal was written, approved, and funds provided for career education development. This plan, too, included the Southeast Region of Kansas as a geographical area for experimentation. This plan will be completed June 30, 1976, and a final submissions report will be made at that time.

Other research projects were conducted in the Southeast Kansas Region and are more fully described as they pertain to the outcomes in other categories discussed in this chapter.

2. Dissemination of General Information and Information on Innovative Vocational Programs.

The Information Unit attached to this project operated under the direction of the State Department of Education, Division of Special Needs Topeka, and had as one of its major objectives the dissemination of educational information to the entire state.

K-VIEW (Kansas Vocational Information for Education and Work) provided vocational and occupational information on microfiche to the high schools, Employment Service, area vocational-technical schools, and community colleges in Kansas. It served as a resource tool for students, teachers, counselors, and librarians. K-VIEW contained three types of information which was regularly updated.

1. Institutions: All of the post-secondary schools in Kansas supplied K-VIEW with a description of the school, how to apply, admission requirements, cost, financial aids, programs of study, housing, and so forth.

2. Vocational Training Programs: The Community Colleges and Area Vocational-Technical Schools provided K-VIEW with descriptions of their vocational programs. These included a general course objective, admission requirements, fees and length of the course, and actual curriculum and class descriptions.

3. Occupations: K-VIEW provided a brief job description, personal traits and aptitudes needed for the job, job

> opportunities in Kansas, pay ranges for Kansas, where in Kansas training for this work can be obtained. The emphasis centered on technical jobs, but K-VIEW also included jobs which required four-year degrees.

Information in these three categories was placed on microfiche and a library system was maintained at Topeka. Part of the assignment for the K-VIEW director during the course of this project was to enlarge and expand this library of information. Starting with zero, three hundred microfiched occupational briefs were prepared. One hundred twenty briefs were translated for the Spanish-speaking users of K-VIEW; fifteen additional Spanish translations are in the process of being completed. Originally, fifty school districts subscribed to K-VIEW; at present K-VIEW has two hundred forty district subscribers. In addition to these two hundred forty, twelve community colleges and all of the area vocational-technical schools in Kansas subscribe to this service. While K-VIEW was originally designed for public schools, provisions were made to meet subscription requests from private schools. As this subscriptive system was established and services were defined, a monthly newsletter was published. The newsletter contained information on services offered, Job Bank information, ways to use K-VIEW, and information about innovative programs throughout the state.

In-service workshops were held on the content and usage of the K-VIEW system for administrators, counselors, teachers (both academic and vocational), and for students. These workshops were held

at all educational levels and in all areas of the state, including the Southeast region.

The job description for the Southeast Kansas Regional Coordinator and Evaluator for Special Needs included responsibility for flow of information from the Southeast region to the State offices in Topeka, for distribution of K-VIEW decks in the Southeast region, and for in-service workshops on usage of K-VIEW in that area of the state. In-service workshops were held in five school districts in the Southeast Region. These workshops were planned and conducted by the State Director of K-VIEW, the Regional Coordinator and Evaluator for Special Needs, the Regional Coordinator for Career Education, and the Vocational Guidance Counselor at Columbus who worked cooperatively with the Southeast Kansas Regional staff. A total of twenty-seven local schools were in-serviced and two workshops were held for students who worked with counselors at Kansas State College of Pittsburg. Ten workshops were held for area classroom students on K-VIEW usage. The Regional Coordinator and Evaluator for Special Needs also wrote script copy for all programs in Southeast Kansas for the microfiche library and attended all state staff meetings relating to the use of K-VIEW.

At the end of the 1976 school year, a state-wide User Survey was conducted by the State Director of K-VIEW. A summary of the results are listed below. (A detailed report is on file with the State

Director of K-VIEW in Topeka.)

1. K-VIEW materials are located in the counseling office (42%), the library (35%), or a career information room (12%)

2. Seventy-seven percent of the respondents were from rural schools

3. In URBAN schools, 3.4% of the students use K-VIEW in an average week

4. In SUBURBAN schools, 5.9% of the students use K-VIEW in an average week

5. In RURAL schools, 8.3% of the students use K-VIEW in an average week

6. K-VIEW was rated better or much better than other career guidance materials by 77 percent of the respondents

7. Sixty-seven percent of the respondents give in-service programs to their students; 33% do not

8. "Sources of Free or Cheap Career Information" was the most useful appendix for the respondents

9. "Financial Aids in Kansas" was the most useful appendix for the students

10. All but five of the respondents said that they would expand the use of K-VIEW in their schools.

Dissemination of general information and information on innovative vocational programs was accomplished by the Southeast Regional Office through publication of a newsletter. This monthly newsletter, called The Nine-Co News, was distributed to all administrators and teachers within the Southeast Region and provided information of educational interest. It was also used as an informational link to the State offices, Topeka. Articles concerning innovative programs,

regionalization, adult education, and the use of educational resources were included in each issue.

No formal survey has been taken to determine the effectiveness of this information dissemination tool; however, informal assessment has indicated its effectiveness to such a degree that it will be continued after the conclusion of this particular project.

A brochure containing all the services offered by the Regional Office was published and distributed to all educators, many industrial leaders, and many parental groups throughout the Southeast Region of Kansas.

Several thirty-second public service "spots" were developed by the Southeast Kansas Regional staff with the aid of resource persons within the area and were aired over the KOAM television station in Pittsburg, Kansas.

Many newspaper articles were written and published in various local papers during the course of this project, and the Regional staff members served as guest speakers on both KOAM and KVTJ television programs. These staff members also made numerous speaking engagements before civic and social organizations throughout the region. In fact, most information in the Southeast Region was disseminated through personal contact.

As a result of this regional experiment, the State Department's Division of Vocational Education published and distributed several

brochures. One of these, which was widely distributed throughout the state, was a booklet entitled, Resumes of Exemplary and Special Needs Programs in Vocational Education. The purpose of this booklet was to provide a description and an evaluation of each project, supplemental program, or piece of research completed during the 1974-1975 fiscal year that was funded through Exemplary and Special Needs in Kansas.

The Division of Vocational Education also published a booklet entitled, Vocational Education Research Summaries in Colleges and Universities, 1969-1975. This publication was designed to assist Kansas educational institutions in their efforts to improve the quality of graduate research in vocational education. It contains summaries of Doctoral dissertations, Masters' theses, and Masters' reports conducted by faculty and graduate students in the universities of Kansas between 1969 and 1975 and has been distributed to college and university libraries throughout the state.

Brochures were also published by the State Department of Education in various occupational areas. For example, one such brochure called SPOT detailed not only the curriculum content of the office education area but also included a list of criteria to be considered for individualizing instruction in any vocational area.

3. Assistance in Developing Vocational Curriculum and in Developing Learning Packages and Individualized Instructional Materials.

Because total curriculum development is listed in the Kansas State Plan as being the responsibility of the Kansas State Department of Education, recommendations for persons to serve as members of the curriculum planning committee were made by the Regional Office at Erie, and several individuals from the Southeast Kansas area served on the agriculture education, distributive education, industrial education, home economics, office education, health education, and vocational guidance committees at the state level.

At the Regional Level, curriculum for vocational classes was developed through a long series of research projects that were concerned with the development of those skills related to technical skills. As far back as 1972, research entitled Coordinated Occupational Communications had been conducted in the Southeast Region of Kansas on incorporating basic skills instruction into the vocational curriculum. Because of the effectiveness of this original research, the State of Kansas funded five other experimental programs in the Southeast Region that were designed to develop the most effective method of integrating basic skills into the vocational curriculum. These were:

1. Jones, Dolores. "Coordinated Basic Skills Institute," Independence Community Junior College, Independence, Kansas, 1972.

2. Cox, Bonnie. "Special Office Training Program for Disadvantaged Students," Independence Community Junior College, Independence, Kansas, 1973.

3. Briley, Paula. "Upgrading Basic Reading Skills for Disadvantaged/Handicapped Students," Columbus AVTS, Columbus, Kansas, 1973.

4. Jones, Dolores. "In-Service Training for Coordinating Occupational Communications," Independence Community Junior College, Independence, Kansas, 1974.

5. Briley, Paula. "Vocational Educators' Use of Basic Skills Centers," Columbus AVTS, Columbus, Kansas, 1974.

Interest from these research projects, all of which were located in the Southeast Region, led to the development of learning skills laboratories and to the development of curriculum necessary to utilize learning skills labs. The problems associated with learning skills labs and the training of personnel to staff them was discussed in at least three doctoral dissertations and two specialists' theses:

1. Taylor, Richard M. "An Experimental Approach to Teaching Basic Communicative Skills to Vocational and Non-Vocational Students," unpublished Doctor's dissertation, Kansas State University, Manhattan, Kansas, 1973.

2. Brensing, Darrell D. "Improvement of the Reading Abilities of Vocational Students," unpublished Doctor's dissertation, Kansas State University, Manhattan, Kansas, 1974.

3. Cox, Bonnie B. "Teaching Office Procedures to Students with Special Needs," unpublished Specialist thesis, Kansas State College of Pittsburg, Pittsburg, Kansas, 1974.

4. Jones, Dolores. "In-Service Training for Coordinating Occupational Communications," unpublished Specialist thesis, Kansas State College of Pittsburg, Pittsburg, Kansas, 1974.

5. Jones, Dolores. "An Experimental Design Comparing Students' Acquisition of Vocational Skills with and without the Use of the Learning Skills Center," unpublished Doctor's dissertation, Kansas State University, Manhattan, Kansas, 1976.

One of these dissertations was funded through an EPDA grant. All but one of the studies were conducted by educators in Southeast Kansas.

This series of research led to a federal planning grant entitled "Research and Development of an Itinerant Services System." Included in this planning grant were provisions for developing services in three regions of Kansas, one of which was the Southeast Region. The plans resulting from this grant will not be completed until 1977, when a final submissions report will be written for the Federal government. Included in the report, however, will be a plan for Southeast Kansas that was developed with the cooperation of the Southeast Kansas Regional office staff utilizing facilities and resources presently available in that region.

Career education in Southeast Kansas followed the guidelines written in 1973 by an ad hoc committee under the direction of the Kansas Commissioner of Education and approved by the State Board of Education. These guidelines provided the conceptual framework for integrating career education into the existing curriculum as outlined in the national guidelines for implementing career education. The Southeast Regional Plan provided for in-service training, utilization of resources, and activities that would correlate these Federal and State guidelines into the Regional curriculum.

To further assure success of career education in Southeast Kansas, a contract was entered into with the Kansas State College of Pittsburg

for career education coursework to be offered to any educator for college credit. This college class was offered in multiple locations with 496 teachers, administrators, counselors, and lay people enrolled through the fall and spring semesters of 1974-1975. Following the first semester, a survey was mailed out by the Southeast Kansas Regional Office at Erie to determine the effectiveness of the course and to discover ways of improving it. This survey of a random sampling of approximately one hundred, had seventy-seven responses which indicated positive results. These results were presented to Kansas State College and to the professor of the course with the understanding that he could utilize this information in improving the content of his own course work.

The Regional Career Education Coordinator, Sally DeMoss, who was working in conjunction with the State Director of Career Education, Hazel Rockhold, under a separate Federal grant, conducted fifty-two one-day workshops for 848 teachers and 37 administrators. These in-service sessions were held in fifty-five attendance centers in twenty-five separate school districts.

In-service training sessions were begun by first contacting the superintendent. The total services of the Regional Office were discussed and permission was received to work with principals and teachers in each institution.

Rapport was established with building principals for the purpose of establishing a time to meet with that building's teachers at a regularly scheduled faculty meeting or a meeting held specifically for career education purposes. To avoid scheduling inconveniences to the teachers, in-service training was handled before or after school within the separate school attendance centers. At the principals' discretion, some in-service sessions were held for combined attendance centers.

The actual in-service training contained a review of current career education philosophy and concepts through examination of the needs, goals, and an examination of the Kansas model for career education. The materials and personnel of the Regional Office were made available for development and implementation of career education upon request by either teachers or administrators.

One procedure for identifying leaders within the school districts was through individual enthusiasm observed during return visits in the separate attendance centers. Another method of identification was by discussion with building principals of innovative and interested teachers on their staff.

Certain limitations became apparent. A general lack of knowledge regarding career education concepts may have been responsible for the delays observed in gaining commitment on the part of Boards of Education, administrators, and teaching personnel. The shortage of

multimedia materials available through the Regional Office was also a disadvantage in creating teachers' interest and involvement.

Resources accumulated and developed by the Southeast Kansas Regional Career Education Coordinator throughout the course of this project for use within her training sessions included:

1. two hundred thirty-seven volumes of materials
2. two film series ("Bread and Butterflies," and "Career Education Counseling")
3. itemized file of persons in various businesses and industries available for consultative services
4. list of ideas and activities for bulletin boards, career packs, games, plays, projects, scrapbooks, field trips, speakers, shadowing, role playing, etc.
5. a career education bibliography

A detailed summary of the Southeast Kansas Regional Career Education Coordinator's activities can be found in her final submissions report to be filed with the Kansas State Department of Vocational Education at the end of this fiscal year.

In order to strengthen the career education concept within the Southeast Kansas region, the State Department helped four unified school districts in Montgomery County to form a Career Education Consortium which began operation on March 1, 1974. In March of 1975, the Regional Director, George Varley, made a trip to Wilburton, Oklahoma, to investigate a mobile career center concept which was based on a guidance function. The Superintendents in Woodson and

Wilson counties had expressed an interest in such a program, and this prompted Mr. Varley to make a trip to Claremore, Oklahoma, where the Wilburton unit had been constructed, to obtain figures and estimates on the construction of such a unit which would meet Kansas Fire Marshall specifications. One of Mr. Varley's last acts was to draft an outline for the development of the Woodson-Wilson Career Education Consortium.

After Mr. Varley's death, the project was held in limbo until Janet Perron took over as the Regional Director. Between August 1, 1975, and October 17, 1975, Mrs. Perron met four times with the Superintendents and Board members from the Woodson-Wilson county group and made one trip to Claremore, Oklahoma, to make final preparations for construction of the mobile classroom. Gene Wright, a former temporary career education coordinator in the Regional Office, was put on salary to help write the interlocal agreement for the Woodson-Wilson County Cooperative. The cooperative was formed and the interlocal agreement was predated back to July 1, 1975; thus the first cooperative to be formed in Southeast Kansas under House Bill No. 2381 became a reality.

These two consortia cooperated with and supported the regional planning unit. This cooperation resulted

in a two-day administrative workshop for the total Southeast Region which was held in Coffeyville, Kansas. At this meeting, the following objectives were discussed:

1. development of a set of criteria for determining curriculum priorities
2. establishment of an improved system for developing pre-service teachers including the practice of teaching and/or internship portion of their training
3. analysis and design of priorities for in-service programs, especially as they pertain to curriculum development and supervising of student teachers
4. development of the essential checkpoints or evaluation criteria necessary to determine rate of progress
5. development of an improved articulation model or process for students to move both laterally and vertically.

The Montgomery County Career Education Consortium, with the cooperative effort of the Southeast Regional Career Education Coordinator, also held workshops for seven school districts. These workshops presented packages of curriculum materials for all grade levels. A complete report of all activities, materials, and outcomes of this Montgomery County Career Education Consortium is on file with the Director of Exemplary and Special Needs, Kansas State Department of Vocational Education.

Curriculum training packages for career education have been developed throughout the State of Kansas under a federal grant. These materials have been packaged and organized for distribution throughout the State. Both the Southeast Kansas Regional Career Education

Coordinator and the Director of the Montgomery County Career Education Consortium were responsible for the distribution of these individualized curriculum packages to schools in the Southeast Region of the State.

Prior to the funding of this total project, a Curriculum Center had been established at Kansas State College of Pittsburg. This Center had been originally designed as a source for curriculum materials in relationship to the industrial and technical programs offered at that college. Early identification of Southeast Kansas curriculum needs indicated that there was a strong need for a wider variety of individualized curriculum. Therefore, during the course of this project, the State of Kansas provided additional funds for the enlargement of the Curriculum Center located at the college in Pittsburg so that it could expand its services--not only throughout the Southeast Kansas region, but throughout the State. The State of Kansas also provided $10,000.00 per year for this curriculum center to join with surrounding states to form the Mid-America Vocational Curriculum consortium so that it could take advantage of curriculum development throughout the central region of the United States. In-service workshops have been developed and presented to area schools on the use of this Curriculum Center.

The working relationship that has developed between this Curriculum Center and the Southeast Kansas Regional Office has resulted in the establishment of a permanent set of curriculum materials being displayed in the conference room at the Regional Office, and a regular article being placed in the Nine-Co News to promote new curriculum materials available through the Curriculum Center.

One current curriculum research experiment conducted in relation to the Regional Services Project was "Exploring Opportunities with Two-Cycle and Four-Cycle Engine Units" at the Southeast Kansas Area Vocational Technical School in Columbus. The objectives of this experimental program are summarized as follows:

1. provide hands-on experience in the operation of small engine units
2. provide opportunities to explore careers in all related fields
3. create an interest in staying in school
4. stimulate a desire for additional career education information
5. make students aware of area opportunities for vocational training

The experiment was conducted with one hundred seventy-seven students at the middle school level and fifty-five students at the secondary level. Two complete work stations were established for the program, with all necessary engines, tools, audio-visual equipment and software included. The program was designed to maximize individualized instruction with hands-on equipment. After eighteen to twenty-two hours of instruction, these experimental courses were compared with general shop classes and it was discovered that the greatest value and efficiency was obtained when the experimental course was integrated into the structure of existing curriculum. A survey following the completion of the experiment revealed:

1. Ninety percent of the students involved felt that the experimental course was more enjoyable than regular parts of their shop classes.

2. Ninety-three percent of the students involved would recommend the courses to others.

3. Nine percent of the students involved did not like the course; but, perhaps most significant was the discovery that

4. ALL the instructors involved in the experimental course acquired skills in individualizing instruction.

Eight school administrators and eight school board representatives from Erie, Moran, Humboldt and Iola toured the two- and four-cycle engine project on December 5, 1975, and expressed a great deal of interest in developing similar programs in Allen County.

Additional research conducted in curriculum during this period included a Doctoral dissertation written at Kansas State University at Manhattan entitled, "The Effects of Career Education In-Service on the Career Maturity of Sixth, Seventh, and Eighth Grade Students." This study provided information for aiding curriculum planning for in-service career education training in Kansas, particularly in the Southeast Region of the State.

A project at the Independence Community Junior College designed for teaching disadvantaged/handicapped students office procedures was funded by the State in 1974. Students with little formal education and with physical and social handicaps were admitted to this program. An individually prescribed program with built-in levels of competency, complete flexibility, and meaningful activities was offered these students. The curriculum included all technical skills with basic skills coordinated as an integral part of the technical skills.

The funded project contained the following characteristics:

1. Twenty students categorized as disadvantaged/handicapped
2. Eight weeks' training time limit
3. Individually prescribed method of instruction
4. Measured by standardized test battery (both technical and basic skills)

5. Measured with State and Federal Civil Service tests

6. Every student would be either employed at the close of the training period or would have elected to go on for a higher level of competency

The results of this project were that all students elected to go on for higher educational training or accepted employment. In fact, the results were so outstanding that this funded project became a regular part of the community college curriculum with the college assuming financial responsibility for its continuation until 1976 when it became vocationally approved for state vocational funding. Since entry/discharge was open-ended, this method of instruction allowed the Independence Community Junior College to become the first institution in Southeast Kansas to take advantage of funds for training disadvantaged/handicapped students under the Comprehensive Educational Training Act (CETA).

A program patterned after this one was later established at the Parsons Community College, and office education personnel in other parts of the State were able to visit this program and adapt many of its characteristics to their own programs.

This project is totally described in the Specialist thesis written by Bonnie B. Cox at Kansas State College of Pittsburg, 1974.

Since Southeast Kansas is an economically depressed region and schools suffer from a lack of monies to provide instruction unique to the disadvantaged/handicapped student, instructors need training and

equipment to meet the needs of the majority of these students. Through prior research programs held in several regions of Kansas, particularly in Columbus and Independence, it was demonstrated that the disadvantaged/handicapped student responds best to individualized instruction.

In order to accommodate the needs for individualized instruction, the teacher-educator located at Columbus, Paula Briley, wrote a proposal in the spring of 1975 that would take advantage of prior research and at the same time would help overcome the pressing need for in-service training. The proposal was approved and a workshop was conducted in cooperation with Kansas State College of Pittsburg for six weeks beginning on June 9, 1975. The workshop was staffed by three individuals; the teacher-educator, and two assistant instructors. One of these instructors, David DeMoss, later became the Southeast Regional Coordinator and Evaluator for Special Needs with the Erie Regional Office. Twenty-one teachers participated from a total of seven schools in the Southeast Kansas Region.

The objectives of this workshop were:

1. The instructors would bring with them one unit of instruction which they felt was an individualized unit of instruction. The instructors would be allowed to progress at their own rate in the program. The instructors would present their completed unit of instruction with the necessary audio-visuals at the end of the sixth week.
2. The unit would be designed for use with students who are disadvantaged and/or handicapped. It would be an individualized unit of instruction allowing for individual differences in learning abilities and incorporating basic skills instruction.
3. The instructor-trainees would exhibit a change in attitude with regard to identifying and instructing the disadvantaged and/

or handicapped student. This attitude would be exhibited in the construction of the unit.

4. The instructor-trainee would exhibit a change in attitude with regard to the utilization of individualized instruction in their classes.

5. Upon written completion of the individualized unit of instruction, the instructor-trainee would be trained to use a 35 mm camera with electronic strobe, a Kodak carousel projector, a cassette tape player and any other audio-visual equipment needed for the classroom presentation of that unit.

6. The instructor would demonstrate his ability to write and develop individualized units of instruction by presenting his or her unit of instruction to other instructors for criticism.

7. The instructors would spend their first two weeks on site in the Communication Skills center. The first week to ten days would involve intensive study of individualized instruction techniques.

8. After the first two weeks, the instructors would return to their respective schools to complete their units of instruction. They would complete ninety hours on their own or with partial supervision. The instructors and administrators would visit each school to give aid and instruction as needed.

9. At the completion of five weeks, the instructor-trainees would return to the Columbus Center to review and critique each unit. This experience should take an additional thirty hours or one week.

10. The administrator for this project would contact these twenty-one instructor-trainees twice during the upcoming year. An evaluation instrument would be administered once at the end of the first semester and again at the end of the school year.

Each teacher was required to complete at least one unit of instruction. Out of twenty-one instructors, forty-four units were completed by the final day of the workshop and with the interest and

enthusiasm generated, at least forty-one more units were completed before school started in August. Most of the instructors asked to keep on working through the month of July. They also asked that the equipment they were trained to use be checked out to them. A record was kept of film and materials to ascertain its productivity. Seventeen instructors declared their intent to work on additional units throughout the school year.

The supervisor did periodic follow-up during the 1975-1976 school year with these teachers to determine their opinions and criticisms of their units. This material was compiled for the State Department for dissemination throughout the state and for the benefit of all participating workshop teachers. This allowed each instructor to revise and learn from others the needed components for teaching the disadvantaged and handicapped student. A meeting of the group before the end of the first semester was planned with a follow-up at the end of the second semester. The teacher-educator worked with Regional Office personnel to support these instructors with the film and materials, which had been purchased during the workshop, that they needed for the 1975-1976 school year, and assisted them in self evaluation through regular monthly visits and assessment.

The workshop was conducted for the most part, as was originally planned. One change, the revision of the pre-test in diagnosing instructors' capability in dealing with the disadvantaged/handicapped, was omitted. It was replaced with a cognitive map. This was done to

force the instructor to do a self-examination of his or her teaching styles. After the cognitive map was completed, a consultant discussed the various teaching styles and how teaching styles can encumber the disadvantaged/handicapped student.

One outcome of this workshop was that five learning skills centers were established in the Southeast Kansas region.

This workshop proved to be such a success that a duplicate project was funded through the Regional Office in Erie for the summer of 1976. However, the 1976 workshop concentrated on curriculum packages and the use of media materials in individualizing instruction, was shortened to two weeks, and included personnel from other regions in the state. The outcome of this particular workshop will be filed in a final submissions report due in July, 1976. The report from the 1976 workshop may be found in the appendix of this report.

In preparation for the 1976 summer workshop, the Regional Director, Janet Perron, the teacher-educator, Paula Briley, and the Regional Evaluator, David DeMoss, made a trip to the Curriculum Center at Oklahoma State University in Stillwater, Oklahoma. This trip was to serve a dual purpose in that it would enable the regional personnel to identify consultants for the workshop, and give them an opportunity to tour the facilities and apprise themselves of the types of material and assistance available through this Curriculum Center. It proved to be a very enlightening trip, well worth the time and effort. And, as

a result, two consultants from the Oklahoma Curriculum Center were brought in to help in developing writing techniques for individualized units of instruction.

The teacher-educator who directed these workshops was also instrumental in creating a suggested plan for the physical design of learning skills centers in the State of Kansas. This plan included an evaluation instrument, a description of the physical plant itself, and an inventory of equipment necessary to construct a learning skills center. This plan has been utilized by the State Department of Education as an aid in the development of learning skills centers in area vocational-technical schools and community colleges throughout the state. The teacher-educator in the Southeast Kansas Region also presented this plan to the International Reading Association Convention in Anaheim, California, in the spring of 1976.

In addition to providing consultative services within the Southeast Region and within the State, the teacher-educator was also responsible for bringing into the Region outside consultants for workshops and in-service training.

This teacher-educator is presently involved in working with the Southeast Kansas Regional Office at Erie, Kansas, in developing an in-service teacher training program that will ultimately allow every vocational educator at the secondary level and post-secondary level in

the Southeast Kansas Region to receive individualized teacher-training services. Parts of this plan will be implemented in the fall of the 1976-1977 school year and has as one of its major training tools the utilization of learning skills centers.

4. Assistance in Developing Vocational Programs.

In order for all three units (Regional Service Unit, Information Dissemination Unit, and Research and Planning Unit) to cooperate in assisting in the development of vocational programs, it was necessary to not only consider new programs, but also to assess and work to improve the existing programs.

At the regional level, regular monthly evaluations of all state and federally funded vocational projects were taking place. The regional staff had opportunity to observe and evaluate programs in the schools and to visit with local superintendents, building principals, and classroom teachers in regard to the programs being conducted within each school.

A Regional Advisory Committee consisting of the following members was established to help the Regional Staff in its efforts to open up the lines of communication between industry personnel and educators:

Mr. Buddy Baker
Personnel Manager
Berg Manufacturing Company
Iola, Kansas

Dr. John B. Barnett
Associate Professor
Curriculum and Teaching
Kansas State College of Pittsburg
Pittsburg, Kansas

Mr. Boyd Thomas
Personnel Manager
Hackney & Sons Midwest Inc.
300 Hackney Avenue
Independence, Kansas

Mr. Donald Judd
Personnel Manager
Day and Zimmerman, Inc.
Kansas Division
East Main
Parsons, Kansas

Mr. Paul Kahn
Personnel Manager
McNally Pittsburg Mfg. Co.
Drawer D
Pittsburg, Kansas

Mr. Richard Kurtz
Forms Manufacturers Inc.
P. O. Box 327
Girard, Kansas

This Regional Advisory Committee also acted as a delphi committee in the development of the manpower needs survey instrument. The Advisory Committee has also been instrumental in forming a link between the Regional Office and a four-state personnel management association which should prove to be a good source of information on how to improve existing programs, and develop new vocational programs.

Another tool used to determine the need for new programs in Southeast Kansas proved to be the Steering Committee, which was originally established to look into the feasibility of continuing the Regional Office. The Steering Committee was selected by their peers at a meeting held on December 17, 1975, attended by representatives from 27 school districts, 4 community junior colleges, the Area Vocational Technical School and the four-year institution at Pittsburg. The Steering Committee consisted of the following members:

Mr. Wendall McMurray
Supt., USD # 366
Yates Center, Kansas

Mr. Gerald E. Barkley
Supt., USD # 404
Riverton, Kansas

Mr. Melvin Briley, Director
Area Voc-Tech School
Columbus, Kansas

Mr. Jack Shireman
Supt., USD # 248
Girard, Kansas

Dr. Wesley Sandness
Dean of School of Education
Kansas State College of Pittsburg
Pittsburg, Kansas

Mr. Gene F. Burke
Supt., USD # 504
Oswego, Kansas

Dr. J. C. Sanders, President
Neosho County Comm. Jr. College
Chanute, Kansas

Dr. Marvin Johnson
Supt., USD # 447
Cherryvale, Kansas

Mr. William Muckenthaler
Supt., USD # 256
Moran, Kansas

Mr. W. J. Han
Supt., CUSD # 101
Erie, Kansas

Dr. R. E. Hicks
Supt., USD # 234
Fort Scott, Kansas

Mr. Edwin G. Lyon
Supt., USD # 461
Neodesha, Kansas

In their initial meeting, it was recommended that the Steering Committee should discuss possible services that could be offered by the Regional Office and discuss what efforts should be made towards regionalization in the nine-county area. As needs developed, and after visits to other educational cooperatives were made, recommendations by this Committee for services that the Regional Office might offer included:

1. Administrative Programs and Services
2. Instructional Programs and Services
3. Programs and Services for Disadvantaged/Handicapped Students
4. Research and Development Programs and Services
5. Staff Development Programs and Services

In the Steering Committee's discussion of what efforts, if any, should be made towards regionalization, reports concerning regionalization throughout the United States were studied by each of the Steering Committee members. In addition, the Regional Director and selected members made on-site visits to:

1. The Northwest Kansas Educational Cooperative in Colby, Kansas, where a regional cooperative has been in operation for at least two years

2. Texas Regional Education Service Center IX in Wichita Falls, Texas

During these visits, all aspects of regionalization, including legislation, financing, and the advantages/disadvantages to the participating school districts, were studied and taken into consideration. The outcome was that in April, 1976, the Steering Committee developed three options for the continuation of regional services. These options were:

1. Continue the Southeast Kansas Regional Office as it now operates with state financing supervised by an advisory committee made up of superintendents and/or lay members

2. Form an organization covering the nine-county area governed by a Board consisting of less than twenty-eight members with the possibility of not all of the twenty-eight schools participating

3. Use an existing district, four-year college, community college, or a Vocational-Technical school as a sponsoring organization to write and administer federal and state projects.

After on-site visits, and considerable study, it was recommended that the delegation go back to all of the nine-county school administrators with the recommendation that an inter-local agreement of five or more school districts be formed for the 1976-1977 school year to maintain present services and, secondly, to study and prepare a proposal for the 1977-1978 school year. In May, 1976, this inter-local agreement allowing cooperation between districts for regional educational services was begun. This agreement will be in effect for the 1976-1977 school year.

Another tool for helping to develop programs was a Regional Plan for the Implementation of Career Education within the Southeast Region. Since the career education concept was entirely new to the Southeast area of Kansas at the beginning of this project, this meant that both state and regional effort must be expanded in order to provide a sound basis for career education development. It was felt that career education would provide an excellent opportunity--not only to help in the development of programs, but, at the same time, to help promote an awareness of the total range of services

that the Regional Office could provide. In other words, the promotion of regional career education services could serve as two tools in one. Thus, the plan drawn up by the Regional Office for the implementation of career education also included procedures that would allow for the entire concept of regionalization. This plan was designed to:

1. Gather and assimilate data from:

    a. all educational agencies
    b. manpower agencies
    c. other service agencies in the region
    d. business and industry

2. Provide assistance in conducting a needs assessment for educational agencies or institutions in the region

3. Provide special assistance and/or recommendations to those educational agencies or institutions that have made a needs assessment and have identified deficiencies within the scope of our service domain

4. Provide liaison between the local units and state agencies not necessarily limited to educational units

5. Provide in-service programs in career education

6. Make available to local units specified consultative services that may be outside the specific expertise of the regional staff

7. Provide assistance to those wanting to develop programs or supplementary services for disadvantaged or handicapped

people not generally classified as "special education" students

8. Develop specific activites to improve both local and state services through the use of an advisory council

and included provisions for:

1. a school policy statement
2. an advisory council
3. curriculum development
4. career education personnel
5. in-service
6. assistance programs
7. a communications network

This plan was approved by the State Department of Education and can be found on file in its entirety in those offices.

In order to aid in the implementation of this plan, this nine-county region in Southeast Kansas was included as a part of federal grant which allowed the State Director to work in conjunction with the Regional Director to formulate the plan.

In addition, the State had established a Career Education Consortium in Montgomery County and cooperation between the Regional and Montgomery County Planning Units took place. The outcome of this cooperation was a five-day workshop for thirty participants in Montgomery County. A complete report of this summer workshop may be obtained from the Office of Exemplary and Special Needs, Kansas

State Department of Education, Topeka.

The Regional Office concept helped develop new vocational programs. A small Engines Exploration Program was begun in five schools in the Southeast Region (Baxter Springs, Columbus, Galena, Girard, Riverton, and the Southeast Area Vocational-Technical School). The Columbus Division of SEK AVTS sponsored the project in cooperation with the State Department's Vocation Education Division, Office of Exemplary and Special Needs.

The concept of regionalization contributed to the development of a number of supplemental programs. In conjunction with the SEK Regional Staff, the State Department of Vocation Education helped develop supplemental programs for the disadvantaged/handicapped student in vocational printing at Altamont and Columbus, nursing education at Parsons Community Junior College, special education services at Altamont, and learning skills labs at Fort Scott Community Junior College and Parsons Community Junior College.

In addition to the above, a building trades program was established at Girard; office occupation programs were established at the Coffeyville SEK AVTS and at Parsons Community Junior College; a child care program was established at Independence Community Junior College; a developmental reading program was established at the Coffeyville SEK AVTS; and learning skills laboratories were established at Girard and at the Coffeyville and Columbus SEK AVTS.

In order to provide additional assistance in the development of vocational programs, the State Department's Vocational Education Division funded aides, assistants, and paraprofessionals for Machine Shops in the Coffeyville and Columbus SEK AVTS and in office education and auto mechanics at Columbus. Proposals for these supplemental programs were written with the aid and advice of Regional office staff, particularly the Regional Coordinator and Evaluator for Special Needs.

One problem associated with the development of vocational programming was student placement and follow-up. A twelve-year study of school leavers in the Southeast area was begun by the Regional Office in 1974 and recommended that:

1. All students should be exposed to and receive training courses in career awareness and job opportunities as outlined by the Department of Education.

2. Parents should be made aware of educational goals and objectives through the use of school social workers.

3. All high school students should be exposed to marriage counseling and family planning courses.

4. Teachers should recognize potential school leavers early in the students' elementary years.

5. Schools should emphasize open communication with parents and community.

6. Schools should take on the added responsibility of understanding student attitudes, goals, and needs by adding a staff of social workers for each three hundred students or parts thereof.

7. School administrators should take an active part in school innovative programs in order to enhance educational relevancy.

8. Guidance counselors should be permitted to function in their roles and not in the role of semi-administrators.

9. An alternative school approach should be used to offer school leavers and potential school leavers a second chance to secure the much needed educational achievement to better prepare them for the world of a working citizen.

10. School administrators and teachers should respond to accountability by making education more interesting and useful to the student.

Information from this survey was presented at the annual vocational teacher's conference in August, 1975.

Another study conducted by the Regional Office was a "Characteristics Survey Instrument" which followed the United State Office of Education guidelines for the disadvantaged/handicapped student. Unfortunately, there was no response to this survey, and it was felt that the reason for this was that apparently the survey instrument itself was too complicated.

The Regional Office staff also helped with the writing of a proposal that enabled the Tri-County Special Education Cooperative in Independence, Kansas, to implement a Work-Study Program for Level IV Educable Mentally Retarded Students and assisted in developing research conducted relative to a Hands-On Exploratory Program at Erie. Kansas State College of Pittsburg conducted research involving Occupation Instruction Development for Mentally Retarded Youth,

Level IV, Special Education, a Special Needs Vocational Program for Youth and Adults, and a Needs Assessment Research for Plastics Programs.

5. Assistance to Schools in Organizing Cooperative Work-Experience Programs.

In 1970, educators at Clay Center, Kansas, working under a federal grant for career education, came upon an idea for a cooperative work experience program. The idea was encouraged by state vocational planners through further funding and ultimately it emerged as "Combined Cooperative Vocational Education Program (CCVEP.) It was designed specifically for rural Kansas communities with a population of less than five thousand and a high school enrollment of less than forty in grades nine through twelve. In this program the student enrolls in CCVEP along with the required academic courses. CCVEP offers related vocational instruction at the high school and on-the-job training in the community. Employment is a cooperative arrangement between the school and employers in each community. Occupational fields may be agriculture, business, health, home economics, and industrial education. This program has been highly successful in many areas of Kansas and, because of this success, the Southeast Kansas Regional Office was assigned the task of explaining, encouraging and promoting the program to qualifying schools in the Southeast Kansas Region.

Working in ccoperation with the vocational and technical department at Kansas State College of Pittsburg, the regional staff member assigned this duty, visited and explained the program to all schools in the region who were eligible for such a program. One informational workshop for school superintendents was held and the plan was also explained in various articles in the monthly regional newspaper along with the informative articles concerning programs that were already in existence. Some schools adopted the program as a result of the regional efforts.

The Regional Office also helped with the design and writing of proposals for initiating work cooperative programs for disadvantaged/handicapped students in Southeast Kansas. The Regional Office brought in consultants from successful programs in other parts of the state that could aid in determining just what was necessary in meeting the needs for Southeast Kansas' disadvantaged and handicapped students. As a result, both the Tri-County Special Education Cooperative and the Pittsburg Special Education Co-op received funding for a work cooperative program for mentally retarded students. In these programs mentally retarded students were placed at training stations in order that they might secure skills that would allow them to become independent through employment. The outcome of both programs was so promising that both have been refunded for another year. One other special needs program for disadvantaged/handicapped adults, which

was designed in a similar manner, was also funded for the Pittsburg Special Education Cooperative.

Another program funded by the State and in which the Regional Office aided with consulting information was a child care program for disadvantaged/handicapped students at Independence Community Junior College. This program provided a means of on-the-job training for disadvantaged/handicapped community college students in child care training programs through the use of the Head Start program and a local church day-care center. Because of its success special facilities were built and a means of on-the-job training was provided on campus. This facility allowed for accommodating disadvantaged/handicapped mothers with a place to leave their children while at the same time they themselves could attend campus classes to be trained for employment.

As a result, several of the disadvantaged/handicapped students enrolled in this child care program have started their own day care centers or are teaching in day care centers in the Southeast Kansas Region. But more importantly, this program provided a means for approximately twenty-five disadvantaged/handicapped women per semester to obtain employment skills themselves. The child care program was successful enough to warrant refunding for the next year.

The Regional staff either served as members of committees or worked in cooperation with all HEW agencies operating in the Southeast

Kansas Region. They were particularly involved with planning connected with the development of the CETA, WIN and Manpower Development programs.

6. Assistance in Developing and Implementing Adult Education, Facility Planning, and Preparing Budgets for Vocational Programs.

Written objectives for adult needs were always considered as each training program was developed and implemented within the Southeast Region. As the format for evaluation of various programs was developed, a section for evaluation of services for adults was included. The job descriptions of those on the Southeast Kansas Regional staff (including the teacher-educator and the vocational counselor, from Columbus AVTS, who were associated with the regional staff) provided for aiding in adult education, facility planning, and budget preparation. Many articles related to these activities were included in The Nine-Co News and all of the Regional staff acted as consultants for these various services.

The outcome was that 33 proposals within the Southeast Kansas Region were written with the aid of regional staff members and approved by the Kansas State Department of Vocational Education. All these proposals included preparation of budget, facility planning procedures, and consideration of adult education needs.

Among those programs initiated was one at Southeast Kansas Area Vo-Tech School in Columbus dealing with the agricultural area.

This program, entitled "Special Management and Bookkeeping Services for Economically Disadvantaged Farmers," has an enrollment of forty-two.

This year-and-a-half program which is designed to upgrade the skills of marginal farmers is on-going and will not be completed until June, 1977.

The Needs Assessment had demonstrated that employers within the region desired programs that would develop employees' social and economic skills. Eighteen thousand dollars was allotted by the State to develop a system for providing these skills to adult employees in the area. However, because the resource person available to design such a system resigned to accept other employment, this project was not carried out.

The Parsons Junior College, however, without any outside financial assistance, has instituted a program to provide adult employees with these social and economic skills. Other school systems within the region are emulating this Parsons program.

Throughout the course of this entire project, cooperation between the Southeast Kansas Regional Offoce, the Department of Continuing Adult Education, and the Department of Exemplary and Special Needs occurred. Adult Basic Education centers were established in every portion of the Southeast region so that every adult desiring further development of basic education skills had access to such a center.

7. Provisions for Assessment and Evaluation Methods.

The Kansas State Plan for Vocational Education for 1976-1977 includes evaluation procedures for each objective and for each activity related to that objective. This plan also created a position for Program Planning and Evaluation at the state level.

In stressing the importance of evaluation, provisions were made to include evaluation procedures studies at the annual Vocational Technical Conference. This workshop is sponsored by the State Department of Vocational Education.

One federal project that was begun on September 1, 1975, and is being conducted in three regions of the state (including the Southeast Kansas Region) is the State Plan for Research and Development of Itinerant Services. At the beginning of this project, an evaluation questionnaire for personnel development was designed that utilized criteria established by the State Department of Education and followed guidelines provided in the State Vocational Education Plan. Janet Perron, the Regional Director for Southeast Kansas, Gary Jarmer, Vocational Director from Northwest Kansas Educational Cooperative, and Dale Brooks, Director of the North Central Kansas AVTS, met with the Project Director early in the project to critique this evaluation questionnaire. The value of a state-wide personnel development plan was generally agreed upon, and these three regional people agreed to cooperate in the development of such plan.

In the process of developing this plan, the personnel development questionnaire was administered to the State Director of Exemplary and Special Needs, to three regional directors, including the Southeast Kansas Regional Director, and to the staff members of these three regions. It was discovered at this point that written plans for personnel development would have to be completed at the state and regional levels before the questionnaire could be administered to local administrators, teachers, counselors and classroom students. The results of the personnel development needs assessment were given to each regional director, and the Director for the Southeast Region utilized these results in reassessing her own planning procedures.

Another federal project that was conducted in Kansas during this time was the federal grant to implement career education in Kansas. In this project, the Career Education Needs Assessment; a standardized assessment for students grades four through twelve, was administered in five regions in Kansas, including Southeast Kansas. The results of this evaluation can be found in a separate report due January, 1977; however, the results were immediately utilized by the Career Education Coordinator in the Southeast Region in her planning and implementation of career education. These results verified the data collected in the state report utilized at the beginning of the Southeast Regional project.

In addition to collecting VE-50 forms that give the State Department a yearly evaluation of all vocational disadvantaged/handicapped programs, the Southeast Regional Coordinator and Evaluator for Special Needs developed a systematic plan for evaluating all vocational programs for disadvantaged/handicapped students within the Southeast Kansas area. This plan, which provided instruments for evaluating each program individually, is set out below:

> In keeping with the current impetus of "accountability," and to provide a model for the implementation of evaluation procedures, this comprehensive plan of evaluation for the Special Needs Section of the Southeast Kansas Regional Office of Career and Vocational Education is prepared. This document presents the objectives, activities, and instruments which will be utilized to gather the data necessary to draw conclusions about the effectiveness of, success of, and comprehensiveness of the Special Needs programs involved in this project. The conclusions drawn should be invaluable to those in education who seek to provide better educational programs for the unique needs of each student.
>
> The implementation of this evaluation plan will result in evaluation reports submitted to the participating school districts and the Kansas State Department of Education, Vocational Education Division.

A summary of the results of this evaluation plan is included in the appendix of this report,[1] along with the evaluation instrument, matrix, and schedule which was used in order to accomplish this evaluation plan.

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[1]Appendix C, Self-Evaluation Report of Selected Special Needs Projects in Southeast Kansas.

Additional Results

The total results of this project will probably not be felt for years to come. However, in addition to those listed previously there were other changes in all educational levels that were either directly or indirectly related to this research project.

The systems approach which was designed and implemented specifically for this project allowed for the utilization of Kansas resources located outside the Southeast Kansas region. The required planning allowed for stronger cooperative effort. Through careful planning, state agencies were able to provide leadership and directed assistance in aiding local systems to establish self-directed, innovative and self-renewing programs. And the state executives were able to do this without overt and obvious intervention since this specific planning was indeed a cooperative effort. As a result, greater responsibility was assumed by Southeast Kansas school districts, more changes were initiated at the local level, and more planning took place at the local level. This is evidenced by the increased number of proposals for innovative programs generated in the Southeast Kansas region. During the course of this project, forty-one proposals were written, and of these thirty-three were approved. This is almost three hundred percent increase over the number of proposals developed in the year prior to the inception of this experimental project. In part, this can be attibuted to the interactional linkage between various agencies that was established through the

informational flow that took place as a result of the relationship that was established between the regional staff and local school administrators.

Through this informational system, the state was able to provide constant, up-to-date information regarding federal and state policies, regulations, and laws.

Because of the assistance of the regional staff, and the direct involvement in the planning process, the local districts developed a greater understanding of the merits of the proposed projects; therefore, they assumed a larger percentage of financial responsibility than school districts elsewhere in the state. Because of their direct involvement in the planning of projects that were specifically designed to meet their district's unique needs, local schools were also willing to assume financial responsibility once federal and state funds were exhausted.

Since the informational link was so immediate in this project, flaws in state planning became obvious in the early stages. Therefore, the state staff was able to begin major revisions in the State Vocational Education Plan long before the close of the project. For example, the 1977 State Plan will include a special section on personnel development designed to provide competent state and local personnel with a means for planning, developing, implementing, and supervising quality vocational instruction in Kansas. This plan, which was begun early in 1975, will

take into consideration curriculum, the wide array of instructional delivery systems, student services, application of resources and a means of evaluation. Provisions were made in the plan for representatives from special groups of education to take part in its construction.

The 1977 State Plan will also include a new formula for distribution of vocational funds. This formula should provide a more equitable means of distribution and will take into account the unique needs of each district. The 1977 State Plan will also include a written provision for coordinated research activities that stem directly from established needs. These needs can be constantly updated and reassessed.

Because of this federal project, the State Directorial staff recognized the need for, and was able to justify additional personnel to be employed under contract.

These new staff members should enable the State Department to carry on services that have been identified as being necessary for providing informational flow, planned research, and perfecting the services to be performed at the regional level.

This project was directly responsible for demonstrating the importance of in-service training and the need for re-evaluation of present pre-service training. The need to upgrade educators' skills, including both the classroom teacher and the administrator, was clearly pointed out during the course of this project. While most classroom teachers and administrators in the Southeast Region had already formulated goals

and objectives, few had coordinated written procedural plans that would allow them to carry out these goals and objectives. Not only did this project allow for the upgrading of teaching and administrative skills through in-service for procedural planning, but because of the informational flow from the state level, through the Regional Service Unit, educators in the Southeast region also became more aware of the usability of their own resources and better informed about resources scattered throughout the State of Kansas.

Because of this experiment in regionalization, the Kansas State Department of Vocational Education was actively involved in providing evidence to support Kansas House Bill No. 2381 which became effective in 1975. This bill allowed school districts within the state to establish inter-local agreements for cooperative educational services including special education, vocational education, career education, media services, curriculum development, and in-service training for staff. Thirteen school districts in Southeast Kansas are now in the process of completing an agreement in order to more effectively maintain some of the services first offered by the Southeast Kansas Regional Office under this project. This agreement will allow for eventual local control of the Southeast Regional Office by participating school districts in the Southeast area. The Regional Office will then become a legal entity unto itself, which will provide more educational services at less cost to Southeast Kansans.

Presently some thought is being given to providing state assistance for career education to schools in Kansas.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

The purpose of this study was to research a more comprehensive state-local planning unit that would consider local needs for curriculum development, work-experience programs, effective programs for the disadvantaged/handicapped, and that would couple its activities with proper guidance, counseling, placement, and follow-up services. This study was conducted July 1, 1974, through June 30, 1976.

Utilizing the systems approach, three separate units were set up within the project. These units were:

1. Regional Service Unit
2. Information Dissemination Unit
3. Research and Planning Unit

Initial objectives, job descriptions, and activities related to the goals of this research were designed by each unit to coordinate total planning activities from the State Department of Education to the classroom level.

A contract was entered into with the Erie, Kansas Unified School district # 101 to establish a Regional Services Unit to serve nine counties in economically depressed Southeast Kansas. Once this office was established, a status report for the Southeast area

was contracted for to determine the extent of vocational education program development in the region, and all three service units connected with this project began cooperative planning.

Upon assumption of her duties in July of 1975, the new Regional Director set in motion a manpower needs survey for the Southeast Kansas region. As the results of this study were obtained, the cooperative planning already established between State and Regional personnel would allow for the systematic procedures necessary to overcome the educational shortcomings that had been revealed.

Job descriptions were written for all three units. These job descriptions provided for a direct flow of information through all levels of education in Southeast Kansas.

Findings revealed that practically all educators in the Nine-county area from the State Department level to the classroom level were involved in the project in one way or another. And since all of the manufacturing services were contacted and there was an active Advisory Committee in the region, employers in the area were aware of the educational services as well. In many instances these industrial leaders became actively involved in the project and a stronger community interest in education resulted.

Findings also revealed that as a result of cooperative planning the number of proposals for innovative projects generating from the local level increased, and it was discovered that the local schools were

more willing to assume financial responsibility for these programs once State and Federal funds were exhausted. Cooperative planning also allowed for graduate student research to be directed towards more nearly meeting the educational needs of the area.

The need for in-service training pinpointed the fact that criteria for quality control must be carefully established for both pre-service and in-service education.

The findings also demonstrated the role career education can play in developing all aspects of education.

As a result of this study, school districts within this nine-county area elected to continue the concept of regionalization. And at the state level, it was decided to include in the 1977 Plan provisions for personnel development, evaluation procedures, total utilization of state resources, and a systematic plan for state-wide research. Also included in the 1977 Plan were job descriptions for additional staff to aid in carrying out these additional planning and research activities.

This project was also partially responsible for the enactment of House Bill No. 2381, which enabled schools to cooperate for educational services in Kansas.

SUMMARY OF REGIONAL SERVICE UNIT ACTIVITIES

In order to clarify the position of the regional service unit in this project, the activities that were unique to this organization are listed below. This is by no means all of the accomplishments of the regional

staff, but is a representative sampling of the accomplishments at their level.

1. Career Education Coursework

   496 teachers, administrators, counselors and lay people

   51 teachers enrolled in curriculum modification program that is centered around career education

   29 teachers in a week-long workshop that were given college credit

2. Conferences and Workshops Sponsored within the Region

   a. There was a career education conference held in conjunction with the Pittsburg USD-Kansas State College workshop.

   b. One hundred and twenty-one one-day workshops for 2885 teachers and administrators were conducted on career education concepts and infusion techniques.

   c. Special training was given 73 instructors to enable them to work as a cadre to train others in career education infusion.

   d. A workshop was conducted in Erie to train an evaluator on how to use the Talent Assessment Program. This was so successful that five additional evaluators were sent to Wichita for the same training, and two Special Education Cooperative are implementing the Talent Assessment Program.

   e. A three-day Project Discovery workshop was conducted for 34 classroom teachers and Special Education personnel. The Special Education Cooperative in Montgomery and Labette counties also purchased these materials.

   f. Inservice was conducted on K-VIEW materials for 120 teachers in 22 schools in the region.

   g. Fifteen administrators attended a one-day workshop on how to use the manpower research data to update and/or develop vocational curriculum.

h. Twenty-seven administrators attended a one-day workshop in Chanute. The keynote speaker was Dr. Merle Bolton, State Commissioner of Education.

i. Fifteen counselors attended a workshop in Erie conducted by Barbara Hartman, State Department of Vocational Education.

j. There have been two summer workshops conducted on developing individualized units of instruction. Thirty-seven teachers were involved, and 176 units were developed.

3. Cooperation Which Developed within the Region

a. One county, with four unified school districts, two community junior colleges, and an area vocational-technical school agreed to pool their financial and human resources for the common unified goal of providing career education.

b. Two counties, with four unified school districts, formed a cooperative and implemented a career counseling program patterned after a successful program now being conducted in Wilburton, Oklahoma.

c. Thirty-eight local administrators attended a meeting to discuss the feasibility of establishing the Regional Office as a separate legal entity. A Steering Committee was formed to investigate further, and the final outcome was the development of an interlocal agreement which will be presented to the State's Attorney General and the State Board of Education in October of 1976.

d. Three schools in one county developed a Building Trades Program with the assistance of Regional Office personnel.

e. Arrangements were made for 15 administrators to tour Career Education Programs in the region.

f. Allen County administrators toured Building Trades Projects in Girard, Columbus and Altamont.

g. Parsons High School Principal and Counselor toured the Skills Lab in Columbus.

h. Two administrators from Altamont toured the Skills Lab in Columbus.

i. Coffeyville sent two representatives to visit Project Discovery classroom in Erie.

4. Visitations Made Outside the Region

a. Representatives from three schools and the Regional Office visited the Project Discovery Program at Newton, Kansas. As a result, Chanute, Erie and Girard implemented some form of junior high hands-on exploratory program and utilized Project Discovery materials. Participating teachers attended an orientation in Newton prior to the purchase of this material, and a workshop was conducted locally for 34 teachers and Special Education people at the time the material was delivered.

b. Regional personnel visited new and innovative programs in Lawrence, Topeka, Wichita, Kansas City, and Wilburton, Oklahoma. As a result of these visitations:

(1) A two-county cooperative was formed.

(2) Eight school districts purchased CEAK kits for 20 teachers to use in15 schools in Southeast Kansas.

c. Four teachers and the Career Education Coordinator attended a Career Education Conference in Colby.

d. Three teachers, the Career Education Coordinator and the Regional Director participated in a Career Education Conference in Kansas City.

e. Columbus, Coffeyville, and Girard school districts sent representatives with the Regional Director to tour Northwest Kansas Educational Service Center.

f. Kansas State College of Pittsburg, Riverton, Cherryvale and Erie sent representatives with the Regional Director to Wichita Falls, Texas, to visit Region IX Educational Service Center.

g. The Regional Director attended two meetings conducted by Dolores Jones to give some input on the personnel development project she is connected with.

(1) All regional personnel formulated written, in-depth, job descriptions.

5. Regional Staff Members Participated in Workshops Not Sponsored by the Regional Office

a. Salina workshops on Career Education for D/H students.

b. Manhattan Vocational-Agriculture workshop.

c. Hays combined KVA workshop.

d. Lawrence KVA workshop.

e. Four State Industrial Education Conference in Pittsburg.

f. Career Education Conference in Kansas City.

g. Career Education Conference in Colby

h. Management Information Systems in Chicago, Illinois.

i. Proposal Writing in Anaheim, California

6. Research Projects

a. Dr. Paul Parker produced a current Status Report on vocational programs in existence now in the nine-county area.

b. An indepth manpower needs survey was conducted in the nine-county area.

c. Student, Parent, Teacher, and Administrator vocational interests were surveyed and comparisons run against the manpower needs study.

d. A 12-year Study of School Leavers in Southeast Kansas.

7. Communications

a. A nine-county newsletter designed to keep administrators informed on legislative action and teachers up to date on career education activities and innovative practices was published monthly during the 1975-1976 school year, and will be continued.

b. Brochures were printed to inform regional school personnel of the services available through the Regional Office.

c. The Regional Coordinator for Career Education and the Regional Director attended a curriculum development conference in Manhattan. A number of ideas set forth at that conference have been disseminated to local classroom teachers in Southeast Kansas.

d. A Regional Advisory Committee was established.

e. The Regional staff has been attending staff meetings to help open the lines of communication between State Department personnel and local school administrators.

f. Developed a regional resource inventory which identified 198 individuals with special talents they would be willing to share in a classroom situation.

8. Materials Made Available to the Classroom Teacher Through the Regional Office

a. There were 664 showings of 28 16 MM films which were made available, free, through the Regional Office.

b. There were 269 pieces of printed material made available, free, through the Regional Office.

9. Proposal Development

There were 33 proposals developed as a result of Regional Office efforts. They were:

* Altamont D/H Supplemental
* Yates Center Vocational Agriculture Supplemental
* Erie Vocational Agriculture Supplemental

* Cherokee Vocational Agriculture Supplemental
* McCune Vocational Agriculture Supplemental
* Riverton Vocational Agriculture Supplemental
* St. Paul Vocational Agriculture Supplemental
* Fredonia Vocational Agriculture Supplemental
* ACTION Cooperative Building Trades D/H Proposal
  Girard Adult Agriculture Project
* Erie Vocational Agriculture Supplemental for Ind. Instr.
* MILL Laboratory Reading Eye Camera and MILL Aide
  Tri-County Cooperative Vocational Project
* Girard Carpentry Program
* Girard Learning Achievement Center
* Coffeyville Machine Shop Supplemental
* Girard Middle School Proposal
* SEK AVTS Graphic Arts Project
* SEK AVTS Machine Shop Project
* SEK AVTS Counselor Project
* SEK AVTS Auto Mechanics Project
* SEK AVTS OE Program
* SEK AVTS DE Supplemental
* Coffeyville High School K-VIEW Project
  Pittsburg Special Education Cooperative Project
* Career Education Mobile Unit, Woodson-Wilson Counties
* Project Discovery, Erie, Chanute, Girard
  A 12-Year Study of School Leavers in Southeast Kansas
  Industrial Education Unit
  Labette Co Community Jr. College Spec. Svcs for D/H Voc.
  Baxter Springs Education Plus
  Building Trades Program for Labette Co Community Jr. Col.
  Distributive Education Program for Labette Co. Com. Jr. Col.

* Firm commitment for continuation

CONCLUSIONS

From these findings, it can be concluded that:

1. Through the formulation of regional concepts there was an increase in the extent of cooperative effort in vocational education.

2. Through this experiment Kansas educators at all levels were able to more quickly recognize and correct flaws in their planning.

3. Through the combined cooperative effort of the three units, more effective means of reaching the disadvantaged/handicapped student were discovered and developed.

RECOMMENDATIONS

As a result of this research, the following recommendations are made:

1. The regional concept should be expanded through the state and procedural plans for that expansion should be begun.

2. Laws should be enacted in the State of Kansas that will allow for local taxation to support and maintain the regional concept.

3. All activities of education in Kansas at all levels should be accountable through a written evaluation system.

4. Criteria for administrators and teachers in vocational education needs to be established or reviewed.

5. Criteria for educators of teachers and administrators needs to be established or reviewed.

6. Four-year institutions should be held accountable for preservice training and more realistic, creative and current teaching methods established.

7. Some system of accountability for in-service training should be established.

8. Methods for more cooperation between businesses and educational institutions should be developed.

9. More student involvement should take place in all phases of training and planning.

10. The services of the state information unit should be expanded to include all information on research, innovative programs, curriculum, and evaluation procedures.

11. State guidelines should be written and enforced for follow-up procedures.

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PROCEDURES FOR OCCUPATIONAL SURVEY

THE METHODOLOGY

Two separate approaches to data gathering were used in this study. First, manpower needs data was gathered in the nine-county area. Second, questionnaires were administered to students, parents, teachers, and administrators, to determine the interest and felt need for various vocational curriculums.

Procedures for Gathering Manpower Data

Individual address cards were developed for each business in the nine-county area. Addresses were obtained from the Directory of Kansas Manufacturers and Products[1], telephone directories for the 18 major cities in the nine-county area, and the Chambers of Commerce.

If it was not easily determined what the major product of the firm was, we called and made this determination. The major product of the firm was then indicated on the address card.

The next step was to classify, according to the Standard Industrial Classification Manual[2], all of the industries for which we had address cards. Once all of the businesses had been classified we began to identify, by using Volume 1 of the

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[1] Directory of Kansas Manufacturers and Products, 1975 Edition. Topeka, KS: Kansas Department of Economic Development, 1975.

[2] Standard Industrial Classification Manual. Washington D. C.: U. S. Bureau of the Budget, Government Printing Office, 1967.

Dictionary of Occupational Titles[1], the various jobs available within each industry. At this point, an effort was made to collapse the various industries into groups with similar occupational training needs. We had 5304 identified private employers and government employers. The final outcome was 170 different questionnaires which covered all of the industrial codes found in the over 5000 employers in this nine-county area.

When these questionnaires begin to be returned it may be necessary to do some further revisions. At the bottom of each questionnaire, each list of DOT codes, there's a place for the employer to list other occupations found in his particular place of employment. At that time, should we see consistent additions, it may be necessary to revise the instrument.

As the instruments are returned the data will be regrouped by Office of Education code. Vocational Education Occupations[2] is a book which cross references DOT to OE codes and allows you to group the clusters of occupations into the training programs that they might fit under, also allowing us to identify the sub-specialties within each training field.

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[1] Dictionary of Occupational Titles, Vol. 1: Definitions of Titles, 3rd Edition. Washington D. C.: U. S. Department of Labor, Manpower Administration, Bureau of Employment Security, 1965.

[2] Vocational Education and Occupations, Washington D. C.: U. S. Department of Health, Education and Welfare, Office of Education, Government Printing Office, July, 1969.

This questionnaire is divided into columns indicating current number of employees, the change either plus or minus anticipated in 1977, and 1980. To determine the number of employees needed for 1977, take 4.5 times the number currently employed plus or minus the figure indicated as change for 1977. (4.5 is the death and retirement factor). To determine the number of employees needed for 1980, 7.3 times the number currently employed will be used. The plus or minus factor for 1977 will be added or subtracted one time only, not one time for each year between 1976 and 1980. This procedure will be used consistently.

To get total net demand, take the number currently employed, plus death and retirement factor, plus anticipated change, minus supply. To get supply you must know attrition rate per program and mobility rate per program; we do not have that information at this point. As a part of the workshop to be developed for training superintendents on how to use this manpower data, the supply factor can be considered, but as a total needs assessment, the demand data is all that will be taken into consideration.

Because we recognize the fact that there will be a certain amount of error, data will be compiled for the total nine-county area in an effort to allow for equalization of this error factor. The only column in the manpower questionnaire that can be considered totally accurate is the current number of employees; the estimated

change for 1977 and number of employees for 1980 are treated results, and we recognize this as a limitation of the study. However, this will be considerably more accurate for this nine-county area than the state-wide figures we have had to work with thus far.

In some cases the DOT indicated that there was a possibility for having a certain occupation, because industries who normally hired in this occupational area are in our nine-county region. When we have not located a job, which was indicated as being a possibility, this information will be plugged into the manpower data. We may in this way inform some instructors that they are training people for jobs which are not available in this region.

We will make an effort through the local telephone company, the Chambers of Commerce, the government agency that issues tax numbers, and the regional advisory committee to provide for annual updating of this manpower needs survey.

As the information comes back, it will be tallied by DOT number. The tally sheet will be designed in the following manner. The DOT numbers will be placed on 3" x 5" file cards and sorted by OE numbers. Thus the tally sheets will also indicate the OE code under which training for each job might be fit.

It is extremely important that this data be reported in such a manner as to keep a balance of student interest and manpower industrial needs. Educators cannot gear only to meet student

interest or need, nor can they gear only to meet industrial needs, there must be a balance between the two.

Industries employing less than 100 people will be surveyed through mailed out manpower needs questionnaires. Employers of between 100 and 150 employees will be administered the same questionnaire but through a telephone interview. Employers of over 150 employees will be contacted personally.

Procedures for Gathering Interest Data

The student population to be used will be 11th graders. The decision to use 11th graders was based on a number of factors. First, Seniors are generally already lost and would not take seriously a student interest survey. Sophomores have not had an opportunity to get acquainted with the system, but 11th graders have familiarized themselves with the school's functions, vocational program offerings, and have already begun to give some thought and consideration to their future. It will be determined what percentage of the total population each individual unified school district represents. A sample size of 500 will be the certain "N" to work with, and the percent of total that has been determined for each school district will be taken of the "N" population. We will use a random numbers table and go to the Junior class roster to identify the students to whom the questionnaire will be administered.

Parents to be surveyed will be the parents of these 500 students. The instrument will also be given to a random sampling of 500 teachers. This will be a completely randomized design for selection of the sampling for students, teachers, and parents. We will use 100% population on the school administrators.

All administrators will be contacted personally. They will be asked to identify the teachers and to administer the questionnaire or to give the questionnaire to the teachers to be completed. At this time, arrangements will also be made to distribute the student questionnaires. One large addressed envelope will be provided so that these questionnaires can be returned to the Regional Office by the superintendent. By making teachers, students, and parents directly responsible to get the questionnaires returned to the local superintendent, it is hoped they will be more responsive and that a greater number of returns will be realized.

SUMMARY OF MANPOWER NEEDS ASSESSMENT RESULTS

AGRICULTURE (Off-farm)

The study shows a lot of demand for farm equipment mechanics and set-up personnel.

DISTRIBUTIVE EDUCATION

Stock Clerk--There is a large demand, however it is our opinion that low pay is the reason for this demand, and would not therefore justify development of a training program for stock clerks.

Cashiers-Checkers--The demand is scattered over the nine-county area so that it would be impossible to identify one location for a training program to be established, however, a mobile training unit might be justified considering the extremely high demand for these kinds of positions.

Sales Person (General)--There is a very high demand in retail sales.

Warehouseman and Shipping and Receiving People--This area also shows an extremely high demand, but there is some question on the pay scale for warehouseman and further study should be done before any plans are made for implementing a training program in this area.

Purchasing Agent--There is a large demand and an extremely high interest expressed in new job openings in this area.

VICE PRESIDENTS OF BANKS

There were 20 positions indicated as coming available for Vice Presidents, however, curiously enough, no positions for bank presidents.

HEALTH OCCUPATIONS

Nurses--It looks like almost any training program could place their students.

Nurses Aides--There is an extremely high demand, however there is a very low pay scale in this area.

Dental Assistant--There was a very low demand, and there is some question in my mind as to whether they understood the job description for dental assistant.

Pharmacist Assistant--This position was written in on the questionnaire, however the DOT carried no number for such a job.

HOME ECONOMICS

Needle Trades--This had one of the highest demands of any area in the entire study, over 1000 regular machine operators and 130 special computerized sewing machine operators will be needed in the next year.

Institutional Services--such as housekeepers, maids, laundry personnel had a very high demand, and this may be a very good training program for the disadvantaged and handicapped students.

Food and Drink, Both Delivery and Preparation--There was a high demand for new personnel. Fry cooks, hostesses, bartenders, and specialty food preparation also showed a high demand for new personnel within the next year.

OFFICE OCCUPATIONS

All areas of office occupations show that there would be enough openings for current students to find positions with the exception of computer occupations.

NEWSPAPER, TV COMMUNICATIONS

This study indicated no new demand in this area. The telephone company showed a minus demand in the next year. They will lay off approximately 11 operators in the year to come.

TRADE AND INDUSTRY

Police Science--There is a high demand for patrolmen at all levels, and one large private firm in Southeast Kansas also indicated that they will be hiring in this area.

Air Conditioning and Heating--Shows that there will be some demand; the current programs could probably handle what demand there will be.

Heavy Equipment Operator--Shows a very high demand, and the only heavy equipment school in Kansas is in Beloit. All studies indicate that students will not travel this far for such a program.

Electricity and Electronics--If we have any programs at all, they will probably handle the demand in this area.

Mechanics--On motors for equipment within factories shows an extremely high demand. If we do not have programs in this area, they should certainly be looked into.

Draftsmen--There is some demand; the current training programs can no doubt handle it.

Printers--There is a very high demand in Southeast Kansas in forms printing, and we should probably investigate whether the current training programs could be increased.

Truck Drivers--There is an extremely high demand for truck drivers; this type of training program could be implemented at the post-secondary level. There is one training program already in existence--a private firm in Fort Scott.

Butchers--There is some demand.

Machinists--There is a high demand for machinists, however our current training programs can probably fill the demand in this area.

Industrial Chemists--could support one program. There is evidence in several areas that this could be supported, but you would not want to implement more than one program in the nine-county area.

Foremen and Inspectors--There is a high demand for assembly line supervisors in a number of different industrial areas. The feedback from industrial personnel managers in Southeast Kansas has been that they would like some way, within their plant, to educate their first line supervisors on how to do on-the-job training and on supervisory skills.

Assembly Line, Semi-Skilled and Below Level--There will be over 3000 assembly line positions open in the next year. Also, in the semi-skilled or below area, there will be over 2000 openings in service and construction area.

Miscellaneous--No skill positions, there will be over 2000 positions open in the next year which indicate absolutely no skills are necessary to fill them, only the ability to show up for work on time would be required. These positions might be looked into further for establishing training programs for disadvantaged and handicapped students.

There was one other observation made by this writer in going through the results of the manpower study, and that is that we have some short-term training programs that could be established for lock smiths, sewing machine repairmen, and motion picture projectionists which would be worthwhile training programs, and we would have no trouble finding positions for the individuals trained.

The complete statistical data which resulted from this needs assessment can be found in a doctoral dissertation currently being developed by Janet Perron, Kansas State University, Manhattan, Kansas.

1976 SUMMER INSERVICE WORKSHOP

SEK AVTS COLUMBUS DIVISION

JUNE 7-18, 1976

Terminal Goal: Each instructor would construct individualized instructional units for use in their classroom in the 1976-1977 school year. The material would be designed for use with disadvantaged and/or handicapped students.

Specific Objectives:

1. The instructor would determine their stipend for the course by meeting the criteria established. (Fifty dollars for each unit up to six units.)

2. Each unit would contain:

   a. rationale page
   b. flow chart
   c. pre-test
   d. post-test (could be same as pre-test)
   e. job sheets
   f. assignment sheets
   g. information sheets
   h. script for audio-visuals
   i. audio-visuals presentation (this could be in the form of video tape, 35mm slides, cassette records and/or transparency masters)

3. The workshop was ten days long and divided into three objective areas:

   a. awareness of the teaching style of the instructor and how it affects the disadvantaged and/or handicapped learner
   b. knowledge of how to write instructional units
   c. knowledge of how to use audio-visual equipment to add to instructional units to aid the disadvantaged and/or handicapped student

Preliminary evaluation conducted on the last day of the ten-day workshop:

1. Sixteen instructors participated in the workshop. They averaged 5.7 units of completed instruction per instructor. (They have until August 1, 1976, to complete the program.)

2. Criteria for units: Seven instructors needed assignment sheets for one or more units, four needed pre-tests, five needed rationale pages, twelve needed audio-visual scripts written. (These will be completed on site at their local school on their own time.)

3. A. Awareness of the teaching style of the participant instructor and how it affects the disadvantaged and/or handicapped student. The evaluation instrument divided this into three areas:

Very little	Some	Very much

55% felt that they had gained very much.

43% felt that they had gained some

2% felt that they had gained very little

Also a quantitative scale of 1-5 was offered on knowledge gained of disadvantaged and/or handicapped student's needs. (One was low, 5 high). Sixteen participants averaged 4.43.

B. Knowledge of how to write instructional units and what should be considered good instructional material. This objective was presented by the two curriculum consultants.

Joyce Sawatzky received a rating of 4.25 on a scale of 1 to 5.

Bob Patton received a rating of 4.68 on his presentation.

C. Knowledge of how to use audio-visual equipment to add to instructional units to aid the disadvantaged and/or handicapped students.

Two presentations were made by audio-visual firms.

Lawrence Photo received a rating of 4.6 for each of their two days' presentation.

Centrex Audio Visual demonstration received a rating of 4.46 for their one-day presentation.

A final complete evaluation will be written after August 30, 1976.

APPENDIX C

SELF-EVALUATION REPORT OF SELECTED SPECIAL NEEDS PROJECTS IN SOUTHEAST KANSAS

A REPORT SUBMITTED TO:

Mr. W. A. Rawson, Program Administrator
Exemplary and Special Needs

By:

David DeMoss, Regional Coordinator
for Special Needs

1975-1976

SOUTHEAST KANSAS REGIONAL OFFICE
CAREER AND VOCATIONAL EDUCATION SERVICE

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INTRODUCTION

This final report to the State Program Administrator for Exemplary and Special Needs presents a self-evaluation of selected special needs vocational programs in Southeast Kansas.

Nineteen special needs program administrators, instructors, and program coordinators were involved in the evaluation conducted by the regional coordinator for special needs.

STATEMENT OF THE PROBLEM

The problem was to prepare and implement an evaluation plan for special needs projects. The plan was to begin a process whereby local project coordinators would be able to evaluate their programs' performance by the objectives they stated on the proposal submitted to the Kansas State Department of Education.

The State Program Administrator needed conclusive information that special needs programs were meeting the objectives for which special needs funds had been allotted. The data gathered could then be used to draw conclusions about the effectiveness of, success of, and comprehensiveness of special needs projects involved in this project.

DELIMITATIONS

This self-evaluation was conducted in 19 special needs projects in Southeast Kansas. The projects include three community junior colleges, one area vocational-technical school, two unified school districts, and two special education cooperatives. The projects were all funded, either wholly or partially, by the Kansas State Department of Education, Division of Vocational Education, Office of Exemplary and Special Needs.

The study was limited in several ways. None of the projects evaluated had the same objectives as those in similar programs. Projects were evaluated in unified school districts, area vocational-technical schools, community junior colleges, and special education cooperatives. All programs evaluated were special needs programs either serving D/H totally or a high percentage of D/H in regular classrooms.

INVESTIGATION DESIGN

The evaluator met with all 19 Project Directors and ascertained from them the benefits they expected to receive from the objectives they had written into their project proposal. A document was then prepared to present the objectives, activities, and instruments which would be used to draw conclusions about the effectiveness of, success of, and comprehensiveness of the special needs programs involved in the project.

The evaluation plan in its entirety is listed in the appendixes.

The evaluation was carried on monthly by the Regional Coordinator for Special Needs who met with the Project Directors and Coordinators regularly to compile the data from each project. The data was then returned to the Project Director, Project Coordinator, and State Program Administrator. At the end of the 1975-1976 school year, an evaluation summary was prepared by each Project Coordinator and submitted to the Regional Coordinator. A questionnaire was also returned expressing the opinion of the Project Coordinator concerning the evaluation design and implementation (see appendixes).

The Regional Coordinator for Special Needs used the above data to base his conclusions and recommendations on.

CONCLUSION

The Regional Coordinator believes that many disadvantaged and handicapped students which were not being reached successfully were benefited by the evaluation plan. The Project Director and Project Coordinator in many cases were not working toward the same goals and objectives or did not have a clear understanding of these goals and objectives. Through the evaluation procedure, each became aware of the progress of the project and as a result students received a quick response to their problems.

The questionnaire (see appendix) concerning the attitude of the participants in the self-study was returned by 100% of the projects and showed that 79% felt

CONCLUSION (Continued)

that through the evaluation system they were more aware of their project's goals and objectives. 92% said that through this system they felt the State Program Administrator was more aware of their program, and 77% felt the present evaluation system should be kept. Although 77% felt the evaluation system should be kept operating as it is presently, the Regional Coordinator for Special Needs does not see a substantial need to continue the self evaluation on a monthly basis. It is the recommendation of the Special Needs Coordinator that the following system be used for the 1976-1977 school year:

1. A monthly monitoring visit to each project by the Special Needs Coordinator.
2. A written report quarterly submitted to the Program Administrator on each project.
3. A final year-end summary report.

EVALUATION PLAN

Prepared For

SEK Regional Office Career and Vocational Education Service

Erie, Kansas

Prepared By

Dave DeMoss
Regional Coordinator for Special Needs

October 1975

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PREFACE

In keeping with the current impetus of "accountability", and to provide a model for the implementation of evaluation procedures, this comprehensive plan of evaluation for the Special Needs Section of the Southeast Kansas Regional Office of Career and Voca tional Education is prepared. This document presents the objectives, activities, and instruments which will be utilized to gather the data necessary to draw conclusions about the effectiveness of, success of, and comprehensiveness of the Special Needs programs involved in this project. The conclusions drawn should be invaluable to those in education who seek to provide better educational programs for the unique needs of each student.

The implementation of this evaluation plan will result in evaluation reports submitted to the participating school districts and the Kansas State Department of Education, Division of Vocational Education. The findings will be available for dissemination by the Division of Vocational Education, Kansas State Department of Education.

Section I

EVALUATION PLAN

Evaluation is defined as a process for determining the adequacy and/or effectiveness of an educational program. The process involves the systematic collection of evidence and data from which decisions can be made to facilitate program efforts and judge the merits of these efforts.

This evaluation plan, prepared by the Southeast Kansas Regional Office, Career and Vocational Education Service, is prepared in conjunction with the Division of Vocational Education, Office of Exemplary & Special Needs, Wilbur A. Rawson, Director.

This evaluation plan is designed to collect data from each of the districts, cooperatives, and area schools, with Special Needs programs funded by the Office of Exemplary and Special Needs. A review of the several program proposals allowed the evaluator to develop a goal which includes the intent of all funded programs. However, each program involved in the Special Needs funding indicated some unique (to their program) objectives.

Because of the uniqueness of individual programs, it became necessary to establish basic parameters concerning data gathering. Those parameters are:

1. Individual program objectives which relate to the overall stated goal of the project's special needs section will be reported. Subjective observations may be made by the evaluator on any objectives unique to a particular program. The evaluator may also report on objectives which are similar across all programs. However, objectives which are not directly related to the stated goal of this project will not be considered integral to this plan.

2. The program proposals are not written to allow for a sophisticated or empirical evaluation design. Since each program needs to maintain ownerships to its ideas/ objectives, it became incumbent upon the evaluator to prepare a design to objectively gather baseline data. The baseline data is identified in the instruments included in this plan. This design provides a programmatic approach which lends validity to the overall purpose of evaluation since an unbiased third party will be gathering, analyzing, and reporting the data.

3. Since continuation after funding terminates is usually construed as success of a program, this evaluation will collect data which will allow administrators to consider the cost of the program. Dollar data will not be actively solicited by the evaluator but reference may be made to this dimension throughout the evaluator reports.

Given the above parameters and explanation of the evaluation plan, the overall goal for the Special Needs Program is:

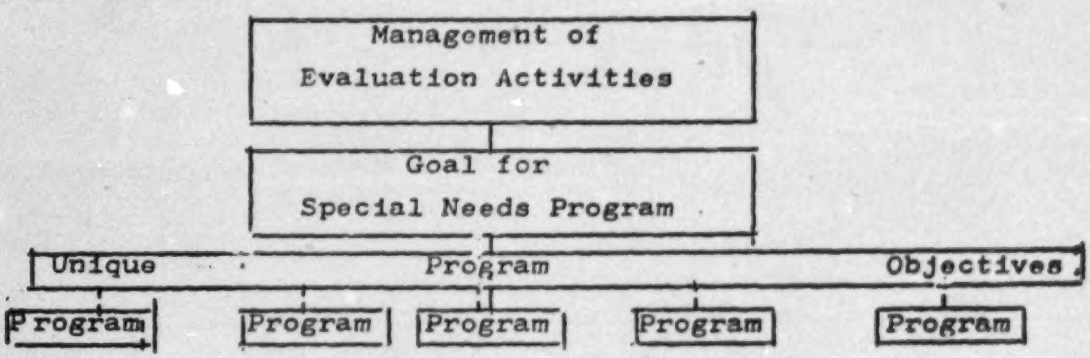
"To develop and implement a program for the disadvantaged and/or handicapped students which allows them to, 1. identify their vocational interests and skills, and 2. develop their interests into salable skills through prescribed training programs and/or community work experiences, and 3. provide meaningful vocational education to those individuals whose handicaps would prevent them from succeeding in a regular vocational program."

Objectives pertaining to the above goal are delineated for each program in each program's data gathering instrument. Instruments are included in this evaluation plan, Section IV.

Section II

GENERAL PROCEDURES

A schematic representation of the evaluation plan is shown below.



*Objectives common across-programs will be subjectively treated.

Data Collection and Storage

Data will be collected systematically as described in this design. Data will be stored in a central file at the Project Director's Office for easy access by State and Federal program officers.

Definition of Terms

All definitions are those stated in the Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped under the Vocational Amendments of 1968. Department of Health, Education and Welfare Publication No. OE 73-11700.

"(The term 'disadvantaged' means)...persons (other than handicapped persons defined in section 108(6)) who have acedemic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education education program...(Sec. 122(a)(4)(A))"

"The term 'handicapped' when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services. (Sec. 108(6))."

"'Disadvantaged persons' means persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs of services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in paragraph (1) of this section) unless such persons also suffer from the handicaps described in this paragraph."

"'Handicapped persons' means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program."

"A regular vocational education program is one that meets established standards within the rules and regulations of the State Board of Education and other certifying or licensing agencies."

"A regular vocational education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program usually depends upon the ability of the student to reach the program objectives within the specific period of time alloted."

"A regular vocational education program usually has requirements, such as specific grade level of reading ability and of computational knowledge and skills, and the physical ability to use standard facilities and equipment.

"He meets the criteria for classification as handicapped which have been established by the State Educational Agency for the categories included in the definition in the Vocational Education Amendments of 1968."

"He is diagnosed and classified by qualified professional persons."

"He is unable, because of his handicapping condition, to succeed in vocational programs designed for persons without such handicaps.

"MENTALLY RETARDED. Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.

Criteria for inclusion in these categories require professional diagnosis in which conditions, such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation, are ruled out as the primary cause of lack of ability to succeed.

"EDUCABLE RETARDED. Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally to about the sixth -grade level in academic work. However, they can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capabilities.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

"TRAINABLE RETARDED. Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the educable retarded. Many can be trained for jobs which require single skills and in which adequate supervision is provided.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

"LEARNING DISABILITY. Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, speaking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental asphasis, etc. This category does not include learning problems which are primarily caused by visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvangages."

Evaluation Calendar

The following data collection chart will be used to systematically manage the data gathering process.

	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Program A								
Program B								
Program C								
Program D								
Program E								
Program F								
Program G								
Program H								
Program I								
Program J								
Program K								
Program L								
Program M								
Program N								
Program O								
Program P								
Program Q								
Program R								
Program S								
Program T								
Program U								
Program U(1)								
Program U(2)								
Program V								
Program W								
Program X								
Program Y								
Program Z								

Section III

MANAGEMENT OF THE EVALUATION

The following objectives have been developed as a means of monitoring the progress of evaluation activities. Documentation specified for each objective will be maintained in the Project's central filing system.

Project Evaluator

1. Prior to October 15, 1975, the SEK Regional Office for Career and Vocational Education Services, hereinafter referred to as the Evaluator, will have prepared an evaluation plan as evidenced by the plan in the Project Director's evaluation data file.

2. Prior to October 15, 1975, the Evaluator will have made on-site visits to each of the program coordinators to discuss the proposed evaluation design with each of the coordinators involved in the project as evidenced by dated anecdoted summaries of each visit on file in the Project Directors evaluation data file.

3. During the 1975-76 Project year, the Evaluator will implement the evaluation plan as evidenced by monthly summary reports submitted to the Project Director and Office of Exemplary and Special Needs.

4. During the 1975-76 Project year, the Evaluator will provide monthly status reports to each coordinator in the project as evidenced by copies of monthly evaluation reports forwarded to the coordinator following the evaluator's monthly on-site visit.

Evaluation Calendar

Date	
October 15, 1975	Prepare the Evaluation Plan.
October 15, 1975	On-sites to all schools/program coordinators.
1975-76 Project Year	Monthly summary reports to Project Director and Office of Exemplary and Special Needs
1975-76 Project Year	Provide monthly on-site visits and monthly status reports.

IMPLEMENTATION OF EVALUATION INSTRUMENT

1. Each evaluation instrument will have 5 copies. These copies will be distributed to the Director, Office of Exemplary and Special Needs, the Evaluator, Project Director, Project Instructor, and a file copy for the Southeast Kansas Regional Office.

2. Upon the first visit to the project, the evaluator will go over the instrument with the project director and project instructor. Each instrument will be reviewed so that all parties agree that the objectives for the project are correct as stated in the project proposal.

   At this time, if the project director or instructor feels they would like to expand the objectives, those new objectives could be added to the instrument.

   On the first evaluation, the project director or instructor will state on what data they will base the information for each objective in their proposal. This information will be reported on the first evaluation instrument only.

   An evaluation schedule will also be set up at the first meeting.

3. The evaluator will fill the instrument out at monthly meetings after an on-site evaluation with the project director or instructor. The project director or instructor will be responsible for furnishing data to the evaluator each month.

4. The evaluator will furnish the project director with completed evaluation instruments for each program he is director of. The evaluator will furnish the project instructor with a copy of the instrument for his program.

5. Each project will have a code letter and will not be referred to by the project title. This will make for complete anonymity of the program except for the Director, Office of Exemplary and Special Needs, the evaluator, and the Southeast Kansas Regional Office file. No program evaluations will be sent to any other office without the approval of the project director.

FINAL REPORT
OF
PILOT PROJECT TO DETERMINE EDUCATIONAL NEEDS
OF
INDUSTRIES IN SOUTHEAST KANSAS

OBJECTIVES: The objective of this project was to determine the need for educational services by industrial enterprises throughout the Southeast Kansas area. In the past, coordination between industries and educational assistance has been on a request basis through the continuing education sections of the various educational institutions. This project was intended for the purpose of asking industries what specific needs they have for educational assistance.

The effort was made to coordinate the educational needs of industries with the education institutions, faculties and available expertise. The project pinpointed the type of educational need and a follow through with the requested educational assistance will be required to fulfill the need. It may be necessary to ask for assistance from others within the State of Kansas if the expertise is not available at KSCP. By the use of this pilot project in Southeast Kansas, the need for educational assistance to industries may be more fully realized and projected toward a state-wide plan.

GOAL OF PROJECT:

The goal of this project was to accumulate data from industries in Southeast Kansas on the need for educational assistance or expertise. The data accumulated is in such a form as to show:

1. The total industries contacted.

2. The industries which desired expertise.

3. The industries which desired some form of educational training (in plant, extension, or formal course work)

MAIN SECTIONS OF THE REPORT

TYPES OF EDUCATIONAL OPPORTUNITIES NEEDED:

	Number of Trainees
1. Formal course work at regular high school classes.	20
2. Formal course work at Vocational High School, or occupational training.	406
3. Vocational training at Vocational School.	235
4. Junior college training.	57
5. College or University course work on a full or part-time basis.	210
6. Extension classes--from college or universities	150
7. Consulting from college expertise faculty members	
8. Consulting from expertise in industry.	
9. On-the-job training.	973
10. In-plant training (specify the type needed).	34

The following counties were involved with the project:

Allen
Cherokee
Crawford
Bourbon
Labette
Montgomery
Neosho
Wilson
Woodson

Total number of firms listed in nine-county area.	444
Total number of firms contacted during pilot project.	332
Percent of firms contacted of total firms listed.	74.7%
Number of firms cooperating in survey.	245
Number of total employees of firms cooperating in survey.	8803
Number of needed future employees	223
Turnover percent of firms contacted.	2.5%
Average number of employees per form.	35

Firms contacted but not participating

1. Not cooperative for survey.
2. Wrong address or not there during business hours.
3. No longer in business.

MAIN ITEMS OF INTEREST CONCERNING THE FINDINGS

The list of manufacturers used for this survey was compiled by Mid-America, Inc., Parsons, Kansas in October 1974. We found many firms that went out of business or had moved while taking the survey. The kinds of firms contacted were not restricted in any form. There were one-man firms as well as large industrial firms. There were firms making simple products to very sophisticated devices. One central theme stands out. Almost every firm had a need for training the employees already employed or they needed employees with some specific skill or training before they were to be hired.

The greatest need in terms of numbers of employees fell into the category of "on-the-job training." The next largest area of need was involved with some sort of vocati onal or occupational training needed either at the high school level or at a separate vocational school. The next largest area for need concerned the college and extension classes needed to fulfill the industrial needs of education.

Almost 60 percent of the educational needs of the firms interviewed can be handled by an adult with a high school education. Some of the jobs needed specific vocational or occupational training. A typical employer is looking for a composite of the following attributes of potential employees:

1. Mature persons over 18 with high school, vocational school or GED, who are willing to work.

2. Persons with good work habits.

3. Persons with mechanical ability, common sense, and ability to work with both their hands and head.

4. Persons that can apply the English and math to everyday problems and procedures.

5. Persons who understand the "profit motive" of firms that are in business.

Persons who are to be hired by the industrial firms contacted must have some way to relate to course work taught in the educational institutions. One of the glaring comments of the firms contacted had to be the profit or reason firms are in business. This one factor seems to have been left out of our educational curriculums. Once a person is hired and has performed satisfactorily on the job, the firms are interested in developing the person for a better job or a more

responsible one. It is therefore very apparent that there is a great need for adult education to upgrade these people. Vocational Education in the broad sense is desperately needed to further improve people already employed by the industrial firms. Several courses which were mentioned by many firms were: safety courses, supervision courses, printing courses, blueprint reading. Where there are community colleges and existing educational facilities, educators and businessmen could provide indepth courses for persons now employed by industry.

Seminars, short courses, and other special education should be available for those who need the education. Most firms are willing to pay for upgrading and special vocational courses for their employees.

RECOMMENDATIONS:

1. There is a need to increase English and math skills in high school that are related to problems and procedures in industry.

2. All educational institutions should teach the "profit motive" to the students before entering the job market.

3. Cooperative education at all levels could be encouraged to give students and firms better opportunities to evaluate each other.

4. There is a tremendous need for adult vocational education courses to be given at various geographical locations concerning specific industrial needs.

5. There must be more cooperation of community colleges and other educational institutions to bring in expertise from higher education or industry to satisfy the needs of the geographical area they represent.

A Proposed Contract for: Developing a Comprehensive System for Planning and Management of Vocational Education in Kansas

GOAL OF THE DIVISION OF VOCATIONAL EDUCATION:

To promote, plan, develop, implement, and evaluate approved Vocational Education programs in Kansas.

FUNCTIONS OF THE DIVISION OF VOCATIONAL EDUCATION:

1. To provide state-wide leadership in Vocational Education,
2. To provide services to the local educational agencies, and
3. To provide regulatory functions in regard to Federal and State laws and policies.

INTRODUCTION: A more effective and efficient way must be devised to plan for and develop Vocational Education programs in Kansas. The State Advisory Council, in their evaluation of Vocational Education in Kansas, lists this as a critical need. There is a need for a comprehensive coordinated, valid vocational planning information necessary for systematically developing and directing the anticipated growth of Vocational Education in the state. The problem of limited resources and expanding demands necessitates a more formalized planning and management system for Vocational Education. It is with this thought in mind that the following proposed activities are presented.

PROBLEM: To develop under contract with Unified School District 101, a vocational planning and management component for the Division of Vocational Education, this system to include a regional coordinator for vocational planning and information dissemination in nine (9) Southeast Kansas counties.

RATIONALE: During the past three (3) years, the Division of Vocational Education, through contracts with Kansas State University, has worked to develop and perfect systems to provide manpower needs data, student accounting, computerized fund distribution, and vocational information for students. These systems, although developed in partial isolation from the division, have proven to be worthwhile and have considerable potential as planning and management tools. The continued development and sophistication of these systems requires closer administrative attachment and increased contact time with the personnel in the Division of Vocational Education. Vocational planning at the state and local level can be accomplished by a team effort of those involved in the decision making process. The purpose of this proposal is to provide a method for further integration of information gathering and dissemination parts of a planning

and management system into the operation of the Division of Vocational Education.

The component proposed will consist of a vocational planning and management coordinator and one secretary at the state level to be responsible for directing the efforts of the activities and products of the Vocational Research Unit, the Information Unit, and the development of the Regional Service Unit.

The RESEARCH UNIT will be responsible for:

(a) generating relevant current manpower needs data for vocational planning,
(b) developing the State Plan for Vocational Education,
(c) perfecting the student accounting system to retrieve data on vocational program enrollments, completions, and placement,
(d) to develop and put into operation the prescribed reimbursement formula for distribution of vocational funds, and,
(e) coordinate Vocational Education research activities in the state.

A consultant, Dr. James Harris, will be available on a one-half time basis for assistance relating to research methods, computer related problems, and systems development matters. Dr. Harris directed the development of the manpower needs system for Vocational Education as well as the student accounting system. The unit will be composed of a Vocational Research Planner, one computer-programmer analyst, and one secretary in addition to the consultant services provided by Dr. Harris.

The INFORMATION UNIT will be responsible for operating and expanding the Kansas Vocational Information for Education and Work System that is presently in operation. The persons in this unit will operate as a vocational information gathering, abstracting, and dissemination team to provide the state staff and local schools with information on vocational opportunities, manpower data, and research findings relevant to the needs of school administrators, guidance counselors, vocational teachers, students, and others. This unit will be composed of one director, one disseminator, one abstractor, and one secretary.

The REGIONAL SERVICE COORDINATING UNIT will be located at Erie, to serve nine (9) counties in Southeast Kansas (Cherokee, Labette, Wilson, Montgomery, Neosho, Bourbon, Allen, Woodson, Crawford). The Regional Coordinator will develop a system for planning Vocational Education and Career Education in the prescribed area. The coordinator will be required to meet once each month with the State Vocational Education staff and the State Planning and Management Coordinator. The Regional Coordinator will

provide assistance to the local education agencies in developing needs assessments for Vocational and Career Education, and act as a consultant in developing plans for programs, as well as providing local educators with assistance in making application for vocational programs and completing necessary forms for Vocational Education purposes. The identification of consultants or specialized persons to provide information needed will be an important part of the Regional Coordinators job. The system to provide assistance to educators in this pilot region will be expanded to other regions of the state if this project proves successful. Working with the Regional Coordinator will be a vocational planner and a person responsible for in-service training of school personnel in Career Education. Consultants will be made available for providing information on specialized vocational programs for disadvantaged and handicapped students developing basic learning skills programs for youth and adults, and placement for follow-up problems.

MANAGEMENT AND ADMINISTRATION. The managment of the activities of this unit will be done through the Assistant Commissioner for Vocational Education with the aid of a five (5) member task force consisting of representatives from the Division of Development, State Advisory Council for Vocational Education, the Exemplary and Special Needs Section, and one other select Department of Education person.

Office space will be provided in the State Department of Education for all staff members of this project except those designated as regional personnel, they will be provided office space in the Unified School District 101.

All Staff members of this project will be available to work with Vocational Education and Department of Education staff personnel and will participate in staff meetings as well as provide regular progress and other reports to the Vocational Education staff.

It will be the responsibility of this project to provide the rationale and base for justifying staff positions deemed necessary to continue the operation of information and research services needed to effectively provide those data needed to direct and manage vocational programs in the state.